Cutler Ridge Elementary School

2022-23 Schoolwide Improvement Plan

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Cutler Ridge Elementary School

20210 CORAL SEA RD, Cutler Bay, FL 33189

http://www.cre.dade.k12.fl.us/

Demographics

Principal: Adrienne Wright Mullings L

Start Date for this Principal: 7/15/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (59%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	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	95%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cutler Ridge Elementary, in partnership with families and community stakeholders, is committed to working together to create an environment that is safe, respectful, and nurturing, geared toward enhancing each child's sense of wellbeing and mastery of skills for lifelong learning.

Provide the school's vision statement.

Our vision at Cutler Ridge Elementary is to foster a powerful sense of community while guiding students to become accomplished future citizens.

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
Wright-Mullings, Adrienne	Principal	The principal will oversee that the SIP is implemented with fidelity. As part of the Leadership Team, she will attend data chats and grade level meetings to assist teachers in differentiation and planning.
Cristobal, Elizabeth	Teacher, ESE	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Fifth Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Handy, Yolanda	Instructional Coach	The teacher will assist in overseeing the implementation of the SIP and serve on the SIP. As part of the Leadership Team and Math Coach, she will attend data chats and grade level planning meetings to assit teachers in differention and planning. She will also coach teachers in the delivery of math instruction in the classrooms.
Martell, Susan	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Kindergarten Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Viera, Jaqueline	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Third Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Casado, America	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Special Areas Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Novoa-Regalado, Elizabeth		The school counselor will assist in overseeing the implementation of the SIP. As part of the Leadership Team and EESAC Chairperson, she will lead our school in SEL instruction and school initiatives.
Montealto, Melissa	Teacher, PreK	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Pre-K Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Mazin, Michelle	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Fourth Grade Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.

Name	Position Title	Job Duties and Responsibilities
Kelly, Nicole	Teacher, ESE	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade level planning meetings to assist teachers in diiferentiation and planning.
Soterakis, Alexandra	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade level planning meetings to assist teachers in diiferentiation and planning.
Zarceno, Marla	Assistant Principal	The Assistant Principal will oversee that the SIP is implemented with fidelity. As part of the Leadership Team, she will attend data chats and grade level meetings to assist teachers in differentiation and planning.

Demographic Information

Principal start date

Thursday 7/15/2004, Adrienne Wright Mullings L

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.*

12

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

20

Total number of students enrolled at the school

385

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

6

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

2

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	59	60	58	73	54	56	0	0	0	0	0	0	0	360
Attendance below 90 percent	0	12	13	14	11	11	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	5	1	4	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	6	2	3	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	7	10	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	13	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	3	3	16	13	12	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	1	8	5	13	0	0	0	0	0	0	0	29

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	2	0	4	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/13/2022

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	34	57	65	65	52	70	0	0	0	0	0	0	0	343
Attendance below 90 percent	5	16	9	14	18	12	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	2	4	8	10	0	0	0	0	0	0	0	28
Course failure in Math	0	2	3	4	5	8	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	3	9	30	28	13	26	0	0	0	0	0	0	0	109

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	4	1	4	6	10	0	0	0	0	0	0	0	25

The number of students identified as retainees:

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

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	58	61	73	64	55	72	0	0	0	0	0	0	0	383
Attendance below 90 percent	10	16	12	13	12	11	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	7	0	4	1	0	0	0	0	0	0	0	16
Course failure in Math	0	0	8	2	4	2	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	10	23	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	14	21	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	3	13	17	12	34	0	0	0	0	0	0	0	79

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	3	6	9	14	17	0	0	0	0	0	0	0	49

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	1	1	5	1	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	51%	62%	56%				56%	62%	57%
ELA Learning Gains	62%						63%	62%	58%
ELA Lowest 25th Percentile	63%						57%	58%	53%
Math Achievement	55%	58%	50%				60%	69%	63%
Math Learning Gains	84%						73%	66%	62%
Math Lowest 25th Percentile	79%						58%	55%	51%
Science Achievement	34%	64%	59%				44%	55%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-47%				

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	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	57%	69%	-12%	64%	-7%
Cohort Comparison		-56%				
05	2022					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	32	33	29	68	70	23				
ELL	56	69		50	81		15				
BLK	38	58	64	46	81	55	21				
HSP	56	66	64	59	84	94	36				
FRL	50	60	63	55	82	79	29				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	13	14		13	21		9				
ELL	41	25		24	50		30				
BLK	27	8		20	8						
HSP	54	50		37	42		44				
FRL	45	43	15	28	35	38	40				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	16	39	41	24	64	50	6				
ELL	54	66	64	48	67	46	30				
BLK	38	60	59	50	71	68	23				
HSP	61	63	58	62	72	50	46				
MUL	62	50		77	80						
WHT	69	75		69	83						
FRL	54	61	57	57	70	59	40				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
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	51
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	52
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	64
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	59
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?

2022 Data Findings: Our ELA LG increased by 20 percentage points from 42% in 2021 to 62% in 2022. Our ELA L25 increased by 50 percentage points from 13% in 2021 to 63% in 2022. Our Math LG increased by 51 percentage points from 33% in 2021 to 84% in 2022.
Our ELA iReady AP3 data shows that only 33% of our 1st grade ESE students and only 28% of our 2nd grade ESE students were proficient.
2022 Data Findings: The school to District comparison shows an increase in the achievement gap widening from 3rd to 4th grade in both ELA and Science. The ELA Subgroups Achievement for SWD decreased by 11%. The ELA Subgroups Learning Gains for SWD decreased by 7%. The ELA Subgroups Learning Gains for SWD was 30% compared to 60% for the Total Students. 82% of the SWD group are not proficient compared to 48% of Total Students who were not proficient.

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

2021-2022 Data Findings: Our ELA proficiency percentage points were 51, and therefore we were identified as a RAISE School. Our Science proficiency decreased from 40 to 35 percentage points. Our SWD students scored below the Florida Index. Our ELA subgroups for SWD in ELA and Math. Our 1st grade SWD students decreased 17% from Fall to Spring progress monitoring. The school to District comparison shows an increase in the achievement gap widening for our 4th grade in ELA of 17%.

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

In the past, the focus has been on data-driven instruction and differentiated instruction. We will continue to support our teachers to help meet the needs of our students. We will also focus on Math and Reading Interventions for our lower-performing students to help them access grade-level content. To assist the SWD, the ESE teacher will continue providing support to the students through the support facilitation model. We have
been struggling to achieve consistency in performance across all grade levels. Teacher professional development and collaborative planning will support these efforts and incorporate a greater focus on the individual needs of our students.

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

From 2021 to 2022, Math Learning Gains increased by 51 percentage points from 13% to 84%. From 2021 to 2022, ELA L25 Learning Gains increased 50 percentage points from 13% to 63%. 85% of 4th and 5th graders improved their placement level in Math on iReady.

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

The Math Coach met continuously through the year with the Curriculum Support Specialist and Administration.
A coaching schedule and coaching cycle was created using data-driven analysis of Topic Assessments.
Support and guidance was given to teachers with fidelity throughout the school year.

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

Daily-sustained reading, data-driven instruction, differentiated instruction, Essential Labs, Interventions - Rti, and
standard-based collaborative planning with a focus on our SWD subgroup.

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.

Our PLST will develop whole group and small group professional development opportunities to support teachers to accelerate learning and address our students individual needs and deficiencies. This initiative will be on-going from October, 2022 through April, 2023.
An emphasis will be made on aligning resources and conducting data chats to make real-time adjustments to individualized instruction. Our Reading Liaison, Math Coach, Science CSS, Program Coordinator, Science/Grade Level Chairperson and selected Teacher Leads will conduct professional development sessions with teachers in need of assistance. This initiative will be on-going from October, 2022 through April, 2023.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity of the strategies being implemented school-wide that are aligned to our school goals. Extended learning opportunities will be provided to struggling students through after school tutoring, interventions and after-school clubs like Chess Club and STEAM Club. Coaching sessions will be implemented individually with teachers to support specific needs. A new "Level Up" program will be implemented school-wide to improve students Reading levels by motivating students' growth and teaching the love of reading. Standards-aligned hands-on Essential Labs will be conducted in all grade levels.

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 Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 Science test results show that 5th graders went down 6 percentage points from the previous year. Student results are 19 percentage points below the District. The school is not meeting the scientific needs of the students which will be targeted through the integration of hands-on Essential Labs. An afterschool STEAM Club will also be implemented to support the hands-on initiative.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	After the integration of hands-on Essential Labs, students will raise their science proficiency from 34 percent (for a total of 6%) to 40 percent on the 2023 Science Assessment Administration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will keep a log of Essential Labs completed on a monthly basis. Students will have the corresponding labwork in their Interactive Notebooks. The administration will monitor to ensure that labs are being implemented with fidelity. The STEAM club will keep a written log of activities completed as well as a photo journal.
Person responsible for monitoring outcome:	Adrienne Wright-Mullings (pr1241@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidenced-based strategy being implemented is the use of Standards-Aligned hands-on Essential Labs in the classroom.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	After studying the academic content from each science topic, students will be able to apply the content learned in a Standards-Aligned Essential Lab. This connection will allow the students a multi-modal approach to learning which will in turn allow them to take the steps necessary to become Proficient.

Action Steps to Implement

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

8/22-10/14- Science teachers will conduct vertical planning sessions to ensure that there is scaffolding from grade level to grade level and provide expectations to the grade level that is above. 5th-grade teachers will also start collaboratively planning for the Essential Labs from the District pacing guide that supplement the content being taught.

Person Responsible	Marla Zarceno (235573@dadeschools.net)

8/22-10/14-Teachers will meet with the Leadership Team to review the Essential Labs that were conducted. Data analysis will also be done of the Topic assessments from the first quarter and create Essential Labs that can remediate any Topics that students struggled with. 5th-grade teachers will

continue collaboratively planning for the Essential Labs from the District pacing guide that supplement the content being taught in the next quarter. An after-school STEAM Club will be implemented to encourage students to have a love for science hands-on learning.

Person Responsible Marla Zarceno (235573@dadeschools.net)

8/22-10/14- Teachers will meet with the Leadership Team to review the Essential Labs that were conducted. Data analysis will also be done of the Topic assessments from the second quarter and create Essential Labs that can remediate any Topics that students struggled with. 5th-grade teachers will continue collaboratively planning for the Essential Labs from the District pacing guide that supplement the content being taught in the next quarter. Vertical planning will occur again so that information can be discussed on topics that may require more time in teaching before they arrive to fifth grade.

Person Responsible Marla Zarceno (235573@dadeschools.net)

8/22-10/14- Teachers will tutor the students before/after school as a crunch-time for the Science assessment at the end of the school year. Essential Labs will also be a part of the tutoring sessions.

Person Responsible Marla Zarceno (235573@dadeschools.net)

10/31-12/16- Teachers will collaborate with the Science Interventionist to complete an essential lab every 2 weeks. As a result, students will have more hands-on time in the science lab.

Person Responsible Marla Zarceno (235573@dadeschools.net)

10/31-12/16- Teachers will collaborate with the science CSS and receive support and guidance from the CSS. As a result, teachers will feel supported which will build their capacity in Science.

Person Responsible Marla Zarceno (235573@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
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 data review, our school will implement a new "Level Up" program to focus on sustained daily reading. We selected the overarching area of Student Engagement based on our findings that demonstrated only a 2 percentage point gain from students in ELA Proficiency from 2021-2022. Additionally, our students were 7 percentage points below the district in ELA Proficiency. The ELA Learning Gains went up only 2 percentage points from 2021 to 2022. We are not meeting the literary needs of all students, therefore, it is evident that we must focus our efforts in affording our students more opportunities to read to make gains and move toward proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers will plan collaboratively to implement the Targeted Element of Student Engagement through our new "Level Up" Reading program. Teachers will select chapter books for daily teacher oral reading, offer students time to read silently in class, and encourage and monitor the use of MyON Reader and the iReady Reading program. If we successfully implement the "Level Up" Reading program, students will demonstrate at least 40% of their Annual Typical Growth from AP1 to AP2. Our ultimate goal is to see 25% progress on the ELA F.A.S.T. test from PM1 to PM3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will conduct iReady Progress Monitoring, review their class iReady data form AP1 through AP2, including Growth Monitoring Checks, to evaluate student progress toward Annual Typical Growth attainment: Collaborative Data Chats will assist the teachers, administration and support staff to analyze student performance data on the iReady platform and use the information to drive future instruction. Stakeholders will discuss the activities and strategies used in the "Level Up" Reading program to engage students in the love of reading. Students will rewarded at the end of each month if growth was made towards their Annual Typical Growth.
Person responsible for monitoring outcome:	Marla Zarceno (235573@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Student Engagement. The "Level Up" Reading Program is designed to create excitement amongst the students, to encourage them to read more, complete iReady lessons with fidelity, and strive to reach attainable goals. When students "Level Up" from AP1 to AP2 by meeting 40% of their Annual Typical Growth, they will receive their colorful "Level Up" bumper sticker to display. Along with classroom celebrations that incentivize iReady usage, and passage goals, and MYON usage and quiz passage

goals, students will increase their interest, curiosity, optimism, and passion for reading and
learning.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	Student Engagement will assist teachers and administration in garnering enthusiasm for reading through the new "Level Up" Reading Program. Students will need to be engaged so they feel optimistic about the program, its benefits and its importance. By engaging students in daily reading of chapter books and various strategies and incentives, students will be more inclined to have ownership and demonstrate success in Reading.

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.

From 8/22-10/14- The Administration will introduce teachers and staff to the "Level Up" Reading Program initiative. Teachers will introduce the "Level Up" Reading Program to their students beginning the first nine weeks. Teachers and students must discuss and garner excitement about the new program to encourage student and teacher "buy-in". As a result, students will de excited to read with the new incentive program.

Person Responsible	Marla Zarceno (235573@dadeschools.net)

From 8/22-10/14-Teachers will be given an award-winning read-aloud chapter book each month that is one to two grade levels higher. Teachers may also choose their own read-aloud book based on their classroom demographics or students' interests. Teachers will set aside at least 5 to 10 minutes every day to read from the read-aloud chapter book. Teachers will discuss and refer to events, themes, characters, vocabulary throughout the day, if possible to enable students to make connections to their reading. As a result, students will be exposed to different types of interest-based chapter books.

Person Responsible	Marla Zarceno (235573@dadeschools.net)

From 8/22-10/14-Teachers will allow times for sustained silent reading (SSR) in order to increase students reading stamina and encourage their attention to the importance of reading for fun or entertainment, not only for completing class or homework. Teachers and staff want to motivate our students and engender a love of reading in students through the use of the "Level Up" Reading Program. As a result, students will have extra time to read and get closer to Leveling-up.

Person Responsible	Marla Zarceno (235573@dadeschools.net)

From 8/22-10/14- Teachers and the administration will provide motivation, encouragement, and garner interest to support the program by making announcements in the morning to remind everyone about the program, such as announcing the names of students who have leveled up, and announcing the "Level Up" celebrations and awards. Teachers will hold their own classroom celebrations or provide other incentives to motivate and encourage their students to read daily, participate in the iReady and MYON programs with fidelity, and to "Level Up". As a result, students will be motivated to read and will be rewarded for doing so.

Person Responsible	Marla Zarceno (235573@dadeschools.net)

10/31-12/16- Students will begin to go to the library to check out high-interest books to encourage a love of reading. Primary students will attend library sessions for storytime with the media specialist. As a result, students will be motivated and engaged in reading

Person Responsible   Marla Zarceno (235573@dadeschools.net)

10/31-12/16- Community members will visit the school and read to the students to promote a love of reading and to engage the students in hearing a story and interacting with community members. As a result, students will be motivated and engaged in reading.

Person Responsible   Adrienne Wright-Mullings (pr1241@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Social Emotional Learning was identified as a need based on the data review and the circumstances surrounding the learning decline seen across districts still stemming from the pandemic. Students have not only experienced greater than usual learning loss, but they are also experiencing trauma, stress, sadness, grief/loss, anger and anxiety. A focus on social emotional learning (SEL) is important at this time, as students attempt to cope and handle these difficult emotions, on top of their academic challenges. The "Panther Pause" Mindfulness Program is a school-wide initiative meant to offer moments of relaxation and mindfulness to all students as they begin their school day and throughout the day.
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 "Panther Pause" Program, our students will be able to use these mindfulness activities to improve student outcomes (academically and behaviorally). With consistent, daily, student participation, our student case management referrals will decrease by 20% by June of 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers and staff will work together to ensure that everyday class begins with a moment for "Panther Pause". Administration and Leadership Team members will ensure that teachers receive a set of grade-level appropriate mindfulness activity cards. Every morning, an announcement will be made by the school counselor or and administrator, reminding teachers to administer the "Panther Pause" activity before they begin teaching. Data chats will be conducted to review Progress Monitoring data from iReady and MYON, to evaluate student reading progress made toward Annual Typical Growth. Students in the right mindset are more able to retain information and demonstrate growth.
Person responsible for monitoring outcome:	Marla Zarceno (235573@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Student Engagement. Student Engagement initiatives will assist in our efforts to engage our students holistically: cognitively, behaviorally, physically, and emotionally. Student Engagement refers to a student's interest, optimism, curiosity, passion, and degree of attention that is shown when they are learning or being taught.

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

When we teach young learners to be more aware of their emotions, surroundings, and
decisions, we help them become more purposeful in their responses and actions. Research
on mindfulness shows that it helps students with attention, emotional regulation,
compassion, and self-soothing/calming. We want our students motivated, engaged and
ready to learn, and mindfulness exercises used in our "Panther Pause" program, can help
us to achieve our goals; including improving our students' reading 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.

From 8/22-10/14- Administration and Leadership Team members will ensure that teachers receive Mindfulness activity cards. These cards contain Mindfulness activities that the teachers can use during daily "Panther Pause" time as well as throughout the day. As a result, teachers will have to tools to have daily mindfulness activities.

| **Person Responsible** | Adrienne Wright-Mullings (pr1241@dadeschools.net) |

From 8/22-10/14- Every morning, an announcement will be made by the school counselor or/and administrator, reminding teachers to administer the "Panther Pause" activity before they begin teaching. As a result, teachers will be reminded to implement their daily mindfulness activity.

| **Person Responsible** | Elizabeth Novoa-Regalado (eregalado@dadeschools.net) |

From 8/22-10/14- Each morning, teachers will take a moment to use their Mindfulness activity cards for the "Panther Pause" program. The length of time for the activities can range from 1 to 5 minutes. Students will be guided through the activity and participate along with their students. Teachers will be able to use these cards at any time throughout the day to assist individual students throughout the day/week. As a result, As a result, students will benefit from having a moment of mindfulness to start the day each day.

| **Person Responsible** | Elizabeth Novoa-Regalado (eregalado@dadeschools.net) |

From 8/22-10/14- Data analysis will be conducted at the end of each grading period to see the effects the "Panther Pause" program had on student discipline and attendance. Our hope is that the consistent daily
participation in mindfulness activities will make a positive impact on our school culture and student learning. As a result, students will improve academically from having a chance to be mindful to start each day.

| **Person Responsible** | Marla Zarceno (235573@dadeschools.net) |

10/31-12/16- The school Counselor will engage students and staff in a Mindfulness Monday activity on the morning announcements to prepare students for their day. As a result, students will clear their minds and be ready to start their day in a positive manner.

| **Person Responsible** | Elizabeth Novoa-Regalado (eregalado@dadeschools.net) |

10/31-12/16 Teachers will gauge the overall emotions of the class and provide them with SEL breaks when the students would be positively affected by having an SEL break, such as transition times or before a test. As a result, students will have a moment to regulate their emotions to facilitate a successful remainder of the day.

| **Person Responsible** | Marla Zarceno (235573@dadeschools.net) |

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on qualitative data from the School Climate survey and the SIP survey, we will use the Targeted Area of Instructional Leadership as our area of focus. Teachers did not feel that they were provided enough opportunity to participate in collaborative, job-embedded professional development especially in the area of the coaching model. We will be utilizing teacher leaders to implement a school-wide coaching model plan to give a voice to teachers in need of specific assistance. According to our ESSA Data Review, our SWD students were the only subgroup scoring below the Federal Index. Therefore, we will encourage our SWD teachers to participate in this coaching model collaboration opportunity. By involving our Reading Liaison, Math Coach, and selected Teacher Leads, we hope to make available new professional development opportunities for collaboration and mentoring to positively impact teacher success.
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 teachers will have the opportunity to seek assistance from our teacher leaders in the areas they feel need improvement. This will be realized by teachers completing a coaching needs assessment to determine what we need to offer through our coaching model. The percentage of teachers participating to further their learning through this coaching model will be at least 20% in 2022-2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will identify specific staff members that are experts in certain areas that will serve as Teacher Leads, alongside the Reading Liaison and Math Coach. By involving the teachers, we hope to create a

comfortable scenario where they are more open to seeking and accepting assistance. A schedule will be created for the coaching model sessions between the teacher leaders and those seeking assistance. Teachers who
receive support will share the knowledge they have gained at monthly faculty meetings.

Person responsible for monitoring outcome:	Yolanda Handy (yhandy@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategies of; collaborative planning, standards-based teaching, rigorous delivery, differentiated instruction, Intervention-Rti, content knowledge, and student motivation. By creating a schedule for coaching sessions and involving teachers in their own needs assessment, we can ensure that we will meet the outcome above.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Providing job-embedded professional development through the coaching model for teachers in need will utilize the talents of some teachers within our school to better impact teacher and student success. The Instructional Leadership Team will be more personally involved and available to play a more collaborative role.

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.

From 8/22-10/14, a survey will be conducted to collect input from teachers as to the specific areas in which they feel coaching will improve their performance and impact students learning. A checklist with detailed choices will be included in the survey. As a result, coaching can be provided based on teacher needs.

Person Responsible	Adrienne Wright-Mullings (pr1241@dadeschools.net)

8/22-10/14- The data collected on the survey will be analyzed by the administrative team and shared at our first Leadership Team meeting. Our Reading Liaison, Math Coach, and Teacher Leads will then create a schedule to meet with individual teachers to assist with the area/s of need. Some examples of possible needs are assisting with planning, selecting the right resources, differentiating instruction, or

modeling the delivery of content. As a result, collaborative planning will provide teachers with self-identified support.

Person Responsible
Adrienne Wright-Mullings
(pr1241@dadeschools.net)

8/22-10/14-The Reading liaison, Math Coach, and Teacher Leads will meet with each prospective teacher in need and work on the area of need through the coaching model. They will collaborate in deciding how best to address the need and how often to monitor progress. As a result, teachers will be supported in improving their instructional delivery and strategies.

Person Responsible
Yolanda Handy
(yhandy@dadeschools.net)

8/22-10/14- Selected teachers will share their new knowledge at monthly faculty meetings. Other staff members will benefit from this coaching collaboration even though the leads did not work with them directly. As new needs arise, our coaching team will continue to schedule time to assist. As a result, teachers will learn from one another by collaborating in meetings.

Person Responsible
Yolanda Handy
(yhandy@dadeschools.net)

10/31-12/16 Teacher Capacity and Leadership Skills will be built within teachers by attending Content iCad sessions and turnkeying the information back to their respective grade level team. As a result, all teachers will be knowledgeable in the current information provided by the District for content areas and best practices for teaching the students.

Person Responsible
Marla Zarceno (235573@dadeschools.net)

10/31-12/16- Teachers will collaborate with the Math & Science CSS and receive support and guidance from the CSS. As a result, teachers will feel supported which will build their capacity in Math & Science.

Person Responsible
Yolanda Handy
(yhandy@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

Based on the data review, we will implement the Instructional element of Differentiation. We selected this area based on our findings that less than 45% of the First and Second Graders met their Annual Typical Growth on iReady for the school year. We are not meeting the individual needs of our students, therefore, it is evident that we must improve our ability to differentiate instruction in each classroom based on the levels of the students we serve. We will provide the scaffolding necessary for our students to access grade-level content in order to make learning gains and move towards proficiency.

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

Based on the data review, we will implement the Instructional element of Differentiation. We selected this area based on our findings that our Third -Fifth graders performed 8% lower that the District in ELA Proficiency and our SWD subgroup performed below the Federal Index for the third time. We are not meeting the individual needs of our students, therefore, it is evident that we must improve our ability to differentiate instruction in each classroom based on the levels of the students we serve. We will provide the scaffolding necessary for our SWD subgroup to access grade-level content in order to make learning gains and move towards proficiency.

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)

Based on the results of PM3 on the F.A.S.T. test, 50% of students will show reading growth from PM1 to PM3. Additionally, 40% of the SWD subgroup will show growth on the ELA F.A.S.T. from PM1 to PM3.

Grades 3-5: Measureable Outcome(s)

Based on the results of PM3 on the F.A.S.T. test, 50% of students will show reading growth from PM1 to PM3. Additionally, 40% of the SWD subgroup will show growth on the ELA F.A.S.T. from PM1 to PM3.

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.

Student progress will be monitored through data analysis of the F.A.S.T. Progress Monitoring Test Results, iReady Progress Monitoring Test Results, and B.E.S.T. Standards aligned Test Results on Performance Matters. Data chats will be conducted by administration with Teachers, Teachers with Students, and Teachers with Parents.

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

Wright-Mullings, Adrienne, pr1241@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?

The focus will be on the evidence-based strategies of Differentiated Instruction. Through differentiated instruction, we will address the needs of each student and accelerate the learning gains of our SWD subgroup. Differentiated instruction will be monitored through the use of data trackers to drive instructional planning. Collaborative conversations will take place at Leadership/Literacy Team meetings which will include progress monitoring data. Vertical planning sessions will be conducted to ensure there is an alignment between grade levels on the expectations of each grade level.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Differentiated Instruction will target the identified, specific needs of each individual learner. Teachers can make ongoing data-driven instructional decisions to adjust instruction throughout the school year.

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
Teachers will give all Standards-Aligned Progress Monitored tests biweekly to the students. Following completion, the teacher will pull reports on their performance and find areas of weakness that need to be remediated through Differentiated Instruction. Teachers will collaborate within the grade level to share best practices on how to reach the needs of all individual learners. F.A.S.T. test results also be used to make data-driven informed decisions to address the needs of learners. Teachers will meet with parents periodically to share the progress of the student and ways the parent can help their child improve.	Zarceno, Marla, 235573@dadeschools.net
The School Literacy Leadership team will meet periodically to discuss the data across grade levels. Using the data to drive instruction, the team will develop a schedule of teachers who require additional support to reach the needs of their students and then provide that support. The team will also keep the staff informed of new reading initiatives, best practices, and school-wide reading initiatives and incentives.	Wright-Mullings, Adrienne, pr1241@dadeschools.net
10/31-12/16- Teachers will build their literacy leadership by attending ELA iCad sessions and turnkeying the information back to their respective grade level team. As a result, all teachers will be knowledgeable in the current information provided by the District for ELA and learn best practices for teaching the students.	Zarceno, Marla, mkvaldes@dadeschools.net
10/31-12/16- Teachers will provide students with Reading Interventions to build upon the foundational reading skills that students are lacking. As a result, students will improve their Reading scores.	Zarceno, Marla, 235573@dadeschools.net

Positive Culture & Environment

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

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

Our strengths within School Culture are in relationships, parental involvement, and connections. Our school maintains a pattern of supportive interactions which foster positive staff and student relationships. We foster professional relationships between school staff that supports effective collaboration. Cutler Ridge Elementary encourages active participation and commitment from students' parents for input towards our school's improvement. Several parent and community events are planned throughout the year. Our school ensures that adults are modeling expected behaviors and provides ongoing support for the development of a safe and supportive school environment.

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, Instructional Liaisons, Teacher Leaders, Grade Chairpersons, and the two School Counselors (our school Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to
concerns regarding morale by planning team-building and morale-boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in timely manner. Teacher leaders and instructional liaisons assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, families and the community. Our Leadership Team meets monthly to address grade-level and school needs. The two School Counselors build and maintain relationships with all stakeholders.