

Miami-Dade County Public Schools

North Miami Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

North Miami Elementary School

655 NE 145TH ST, North Miami, FL 33161

<http://nmiamielem.dadeschools.net/>

Demographics

Principal: Solomon Homidas

Start Date for this Principal: 7/19/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: C (51%) 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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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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	98%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Miami Elementary is to improve academic skills, develop social maturity and physical potential, and promote emotional growth of our pre-K through fifth grade students. We, the parents, staff, and community promote the development of respect for self and others in a multicultural community. We accept the responsibility to provide a safe environment and to help our students develop skills necessary to become resourceful and productive citizens in our ever-changing world.

Provide the school's vision statement.

We are committed to provide educational excellence for all.

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
Darbonne, Deborah	Principal	The role of a principal is to provide strategic direction in the school. Principals evaluate standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, ensure policies and procedures are followed, administer the budget, hire and evaluate staff and oversee facilities.
Morris, Giovanni	School Counselor	The duties of a School Counselor include developing, implementing and managing school guidance programs, working with students in individual, small group and classroom settings, assisting students with creating an academic and a behavioral plan for their success, and ensure procedures are followed for obtaining specialized services for individual students.
Pierre, Yvianne	Teacher, K-12	Teachers are responsible for creating and executing lesson plans in the classroom, enforcing classroom and school rules, observe and evaluate student performance, and grade homework and tests.
Telfort, Gislaine	Teacher, K-12	Teachers are responsible for creating and executing lesson plans in the classroom, enforcing classroom and school rules, observe and evaluate student performance, and grade homework and tests.
Osman, Stephanie	Teacher, K-12	Teachers are responsible for creating and executing lesson plans in the classroom, enforcing classroom and school rules, observe and evaluate student performance, and grade homework and tests.
	Assistant Principal	The assistant principal assists with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with her principal and assists in defining, monitoring, and enforcing school policies and guidelines for students, staff, and faculty.

Demographic Information

Principal start date

Tuesday 7/19/2022, Solomon Homidas

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.*

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.*

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

407

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

3

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

4

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	47	75	67	95	59	56	0	0	0	0	0	0	0	399
Attendance below 90 percent	0	14	15	18	14	7	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	15	32	9	14	0	0	0	0	0	0	0	70
Course failure in Math	0	0	12	23	3	14	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	15	10	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	17	13	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	24	51	20	23	0	0	0	0	0	0	0	118
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	13	29	18	17	0	0	0	0	0	0	0	77

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	3	16	0	0	0	0	0	0	0	0	0	19
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

Monday 9/19/2022

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	59	95	70	28	85	0	0	0	0	0	0	0	350
Attendance below 90 percent	3	19	33	31	6	28	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	25	13	0	9	0	0	0	0	0	0	0	47
Course failure in Math	0	0	21	10	0	24	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	24	60	41	7	39	0	0	0	0	0	0	0	171
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	22	14	0	22	0	0	0	0	0	0	0	58

The number of students identified as retainees:

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

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	72	65	89	78	60	78	0	0	0	0	0	0	0	442
Attendance below 90 percent	13	16	16	21	7	15	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	29	18	16	12	0	0	0	0	0	0	0	88
Course failure in Math	0	10	19	8	15	26	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	12	22	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	16	30	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	21	40	36	24	30	0	0	0	0	0	0	0	151
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	17	33	20	32	0	0	0	0	0	0	0	113

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	3	14	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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	44%	62%	56%				47%	62%	57%
ELA Learning Gains	69%						52%	62%	58%
ELA Lowest 25th Percentile	58%						45%	58%	53%
Math Achievement	48%	58%	50%				60%	69%	63%
Math Learning Gains	65%						63%	66%	62%
Math Lowest 25th Percentile	58%						55%	55%	51%
Science Achievement	38%	64%	59%				38%	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	41%	60%	-19%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-41%				
05	2022					
	2019	37%	60%	-23%	56%	-19%
Cohort Comparison		-52%				

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	57%	67%	-10%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	58%	69%	-11%	64%	-6%
Cohort Comparison		-57%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	53%	-19%	53%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	42	58	46	48	53	42	43				
ELL	31	67	53	40	61	63	26				
BLK	44	69	61	48	66	59	38				
HSP	43	65		45	59						
FRL	45	69	58	47	64	58	38				
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	55	56		57	19		57				
ELL	35	35	40	36	35	36	19				
BLK	35	32	47	37	25	28	24				
HSP	50	40		45	30						
FRL	38	34	44	39	28	26	28				
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	8			23							
ELL	45	47	43	58	70	61	28				
BLK	45	49	43	58	61	57	34				
HSP	60	90		75	80						
FRL	47	52	45	59	62	55	37				

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)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	425

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	53
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

Multiracial Students	
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The following trends emerge across grade levels:

- K-5 proficiency levels (57%) are below the Tier 1 schools' proficiency averages (62%)
- K-3 ELA proficiency (55%) are below the Tier 1 schools' proficiency averages (66%)
- Learning gains across the school averaged at 67%, while Tier 1 schools averaged at 68%

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

The greatest need for improvements are K-3 foundational skills in ELA (55%) and mathematics (55%), schoolwide proficiency increases from 57% to 62%, learning gains from 67% to 68%, and science proficiency from 49% to 52%.

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 to this need for improvement are:

- Teachers not feeling comfortable with new intervention program
- Many teachers did not fully implement the goal-setting and communication Growth Mindset strategy

The new action that would need to be taken to address this need for improvement are:

- Train all teachers on intervention

- Strengthening of foundational skills for the primary grades
- Consistent communication, monitoring, and incentivizing Growth Mindset initiative
- Continuous training on technology, incorporating science-based technology lessons.

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

The data components that showed the most improvement were 4th grade ELA and mathematics on the state's FSA assessment.

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

- Growth Mindset rubric and goal-setting communication of goals, ringing the goal bell when goals were achieved was fully implemented by the teachers on this grade level.
- i-Ready incentive party created excitement about reaching goals
- Students were excited about the announcing of attendance over the loud speaker

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

- Interventions/RTI
- Goal-Oriented Learning

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

The professional development opportunities that will be provided at the school to support teachers and leaders are:

- PD by the 2021-2022 4th grade team on how to implement Growth Mindset Rubric, goal-setting, and monitoring of it - September, 2022
- Intervention Best Practices - October 2022
- Reading Discovery/Horizons Elevate Intervention Program (focus on sounds and kinesthetic) - October 2022
- Gizmos, EduSmart, MicroSoft STEM Hacked for Science by Synergy Team - October 2022

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are:

- Push In Interventionists starting earlier
- Use of white boards and journals during intervention
- Monitoring the fidelity of D.I. OPMs and Intervention OPMs

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2021-2022 learning gain levels showed improvement, but we have room for growth. In ELA 62% of our students made learning gains on the 2021-2022 FSA, while 68% of our students made learning gains in mathematics. In addition, 44% of our 3rd-5th graders scored a level 3 or higher, indicating mastery of the standards, while 38% of our 3rd-5th grade students scored average or higher in the 2020-2021 school year. This is a 6 percentage point increase, and still below the district and state averages for proficiency. In order to move more students towards proficiency, we decided that Differentiated Instruction and Intervention in ELA and mathematics will be our primary Area of Focus.
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Measurable**Outcome:**

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

Our school plans to have 65% of our students in Kindergarten - 5th grades make a minimum of one year's worth of growth on the i-Ready AP1 Diagnostic to the i-Ready AP3 Diagnostic in the 2022-2023 school year in ELA and mathematics. This goal would show that Differentiated Instruction and intervention were successful at our school on the i-Ready AP3 Assessment or the state's FAST Assessment in June, 2023.

Monitoring:

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

This area of focus will be monitored using the results of each i-Ready Diagnostic assessment. By the 2nd i-Ready Diagnostic Assessment, 45% of our students will have reached their growth target. This will be monitored by the School Leadership Team.

Person responsible for monitoring outcome:

Deborah Darbonne (pr3941@dadeschools.net)

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

The school will use Goal-Oriented Learning as the evidence-based strategy. Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.

During Collaborative Data Chats, teachers, support staff, and administration will analyze student performance data and determine how this data will be used to drive future instruction. Together, we will discuss activities and strategies teachers used to remediate and/or enrich students on the assessed standards. Students who are in the RtI process or who are identified as fragile will also be discussed. We will also use these data chats to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/15/22 - Opening of School PD Day

- Schoolwide Data Analysis
- Reflections on 4th Grade Best Practices
- Introduction on How to Conduct a Lesson Study

The shifts in behavior will be teachers conducting a lesson study of the best practices that led to the greatest gains in the previous school year, schoolwide implementation of our school's Growth Mindset Rubric and schoolwide data tracking of bi-weekly and topic assessments.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

9/1-9/15/2022 – Begin Lesson Studies by grade level chairs of 2021-2022 4th Grade Teachers

- Lesson Study of Class introduction of thermometers for bi-weekly/topic assessments
- Lesson Study of Individual goal setting

The shifts in behavior and practices will be all grade levels conducting teacher/student data chats using the Growth Goals, and schoolwide data tracking of bi-weekly and topic assessments.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

9/15/2022 - 10/14/2022 – Grade Level Chairs lead lesson studies with their grade group

- Lesson Study of Class introduction of thermometers
- Lesson Study of Individual goal setting

The shifts in behavior and practices will be all grade levels consistently updating their class thermometers and students updating their individual data trackers bi-weekly and topic assessments.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

10/2/22 - 10/14/22 - Debriefing and reflection of Lesson Study process as well as newly learned information and processes.

The shifts in behavior and practices will be all grade levels completing a lesson study cycle, teachers feeling more confident about conducting consistent data chats.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

10/31/22 - 11/4/22 - Academic Coaches will conduct focused walk-throughs to identify teachers in need of coaching cycles as it relates to Differentiated Instruction and/or intervention.

The shifts in behavior and practices that must occur is the implementation of differentiated instruction and intervention with fidelity by all grade levels.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

10/31/22-11/10/22 Academic coaches will support teachers with the updating of class thermometers/ individual student trackers bey beginning each Collaborative Planning session with a review of the topic assessment goal previously set by each teacher, to monitor the current level of proficient students.

The shifts in behavior and practices that must occur is students' ownership of their learning; this will be accomplished through the completion of a data thermometer by students.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

#2. Positive Culture and Environment specifically relating to positive experiences for both staff and students.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We believe that the evidenced-based strategy of Collective Efficacy will lead to the greatest improvement to our School Culture. 61% of the staff answered, "Strongly Agree" or "Agree" to the question, "I like working at my school in 2020-2021 school year, while 29% of the staff answered this question in the same way in the 2021-2022 school year. Although we showed improvement on the School Climate Survey, we know there is still room for improvement. We believe Collective Efficacy will raise our School Climate Survey result on the question, "I like working at my school," by the next school year by 70%.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The school's staff can have a positive impact on student achievement – despite other influences in the students' lives that challenge their success. Collective efficacy is evident when teachers see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes. We believe if our teachers and staff members work together to promote a growth mindset, higher levels of achievement result. If 70% of our teachers answer the question #27, "I like working at my school," on the 2022-2023 School Climate Survey, then collective efficacy would be successful in improving our school culture.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>We will see an increase in engagement of our Growth Mindset Initiative, particularly with our lesson study process. Our teachers with the highest learning gains in the 2021-2022 school year will lead the effort at our Opening of Schools meeting with our grade level chairpersons. Last year, we had pockets of participation from our staff with this initiative, with the 4th and 5th grade teachers leading the initiative. If our Pre-K, Kindergarten, 1st, 2nd, and 3rd grade teachers buy into this initiative collectively, we will have more of an impact on our students, and our proficiency data will increase well as 70% of our teachers will feel more engaged in our school and morale will be higher. We will monitor this initiative each quarter through our debriefing sessions the last planning session of each marking period.</p>
Person responsible for monitoring outcome:	<p>Deborah Darbonne (pr3941@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy	<p>Collective Efficacy - Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement. This evidenced-based strategy will created a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.</p>

being
implemented
for this Area
of Focus.

**Rationale for
Evidence-
based**

Strategy:

Explain the

rationale for

selecting

this specific

strategy.

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Research has demonstrated that in schools where there is a high degree of collective efficacy, teachers display a positive attitude to professional development, exhibit deeper implementation of evidence-based instructional strategies, and have a stronger focus on academic pursuits. In addition, teachers will exhibit more positive beliefs about their ability to grow and teach at school, and therefore be happier at work. (Donohoo, 2017).

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.

8/21/2022 - Opening of School PD Day

- Schoolwide Data Analysis (Synergy Team)

- Reflections on 4th Grade Best Practices (2021-2022 4th grade team)

- Introduction on How to Conduct a Lesson Study

The shift in our practice will be teachers taking ownership of their data, each teacher completing a cycle in the lesson study process, and more teachers speaking up during our debriefing sessions.

Person

Responsible Giovanni Morris (gclarke@dadeschools.net)

9/1/2022-9/15/2022 – Begin Lesson Studies by grade level chairs of 2021-2022 4th Grade Teachers

- Lesson Study of Class introduction of thermometers

- Lesson Study of Individual goal setting with students

The shift in our practice will be teachers taking ownership of their data, each teacher completing a cycle in the lesson study process, schoolwide implementation of our goal setting thermometers for each class, and each student having a new growth goal by September 15, 2022.

Person

Responsible Giovanni Morris (gclarke@dadeschools.net)

9/15/2022 - 10/14/2022 – Grade Level Chairs lead lesson studies with their grade group

- Lesson Study of Class introduction of thermometers

- Lesson Study of Individual goal setting

The shift in our practice will be teachers changing practice and lesson plans reflecting these changes as a result of their data, schoolwide updates of our goal setting thermometers for each class, and each student having a new data points after each bi-weekly and topic assessment.

Person

Responsible Giovanni Morris (gclarke@dadeschools.net)

10/14/2022 - Faculty Debriefing of the process - Review lesson study process and newly learned

information about how to conduct individual goal setting with students and motivate them to achieve these goals.

The shift in our practice will be teachers reflecting on the lesson study process, they will speak up during faculty meetings, and teachers will know how to motivate students to achieve their growth goals. More students will reach their growth goals and be bumped up to the next level our school's Growth Mindset Rubric.

Person Responsible Giovanni Morris (gclarke@dadeschools.net)

10/14/2022 - Collaborative Planning Debriefing of the process - Discuss action steps for the second marking period, using reflections from the debriefing process.

The shift in our practice will be teachers reflecting on the lesson study process, they will collaborate to come up with a list of strategies they will implement to address the needs as stated in the data and as a part of the lesson study process.

Person Responsible Giovanni Morris (gclarke@dadeschools.net)

10/31/22-During the month of October, teachers will be provided with a yearly calendar of growth mindset activities to create a school wide culture of growth mindset.

The shifts in behavior and practices are all teachers will consistently implement growth mindset activities.

Person Responsible Giovanni Morris (gclarke@dadeschools.net)

11/10/22 - 12/16/22 - Academic Coaches will provide a magnet to each teacher who have met their minimum average scores as well as those who have met their minimum number of proficient students in Q1. Magnets will be placed outside the classroom door.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Clearly defined priorities - Clearly defining priorities ensures that faculty and staff understand the school's priorities and how they align to the school's goals. To clearly define priorities with "Experts in the Building" and establish systems for communication across all stakeholders and follow up often to ensure progress toward the identified priorities. Our grade level chairs will serve as the experts, this marking period and provide the modeling for this process. Teacher-driven observations and PLCs out-ranked any other type of professional development type requested at our school. Each of these categories tied at 19.23%.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the Evidence-Based strategy of Clearly Defined Priorities, our teachers will be provided the opportunity to improve their own practice and the school will be able to define the systems that monitor, reflect, and evaluate the current practices in place. We will use this strategy in the lesson study process, by creating detailed lists of look-fors and incorporating lesson study protocols. The percentage of teachers fully implementing the Growth Mindset Initiative will increase by at least 5% during the 2022-2023 school year. We will monitor the process at the end of each marking period through a debriefing process at a faculty meeting, as well as a debriefing process during collaborative planning.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>With the implementation of Clearly Defined Priorities through Experts in the Building, an additional 10% of the staff will agree with the statement that they enjoy working at our school by the mid-year point of the school year.</p>
Person responsible for monitoring outcome:	<p>Deborah Darbonne (pr3941@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Within the Targeted Element of Clearly Defined Priorities, we will focus on the evidence-based strategy of creating "Experts in My Building" list and involving teachers in the implementation of best practices of the Growth Mindset Initiative and the lesson study process. By implementing this strategy, we hope to increase the feeling of shared leadership and of empowering teachers. Experts in the building will provide a summary of support to the SLT on a monthly basis to ensure we are on the right track to meeting the outcome of our lesson studies and best practices roll-out.</p>

Rationale for Evidence-based Strategy:

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

We decided to focus on Clearly Defined Priorities through Experts in the Building to address the critical needs within our school. The data reveals 29% of the staff enjoy working at our school. To increase this percentage, we selected Experts in the Building because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff and assist with building the capacity of all staff members. This will also result in higher staff morale.

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.

8/21/2022 - Share the SIP with an emphasis on the Areas of Focus with staff members at our Opening of Schools Meeting. Gather feedback and suggestions to incorporate.

The shift in our practice will be teachers taking ownership of the School Implementation Process.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

8/21/2022 - Create a bulletin board with each of our Areas of Focus and our two priorities in a visible location for all staff members.

The shift in our practice will be teachers taking ownership of the School Implementation Process, teachers will be better informed as to the progress of each of our action steps, they will have advance notice as to what will and should be taking place.

Person Responsible Giovanni Morris (gclarke@dadeschools.net)

8/15/2022 - Speak with Synergy Team and 2021-2022 4th grade teachers to compile the best practices they wish to speak about as well as what was discussed at Synergy and the roll out of the Lesson Study process.

The shift in our practice will be teacher leaders directing the work of the School Implementation Process, rather than administration.

Person Responsible Stephanie Osman (313674@dadeschools.net)

10/31/22-12/16/22 Faculty and staff will be provided with growth mindset classroom "look fors" to be embedded in the teaching and learning environment.

The shifts in behavior and practices will be teachers facilitating and implementing a culture of growth mindset within the school environment

Person Responsible Giovanni Morris (gclarke@dadeschools.net)

10/31/22-12/16/22 During each month, grade level chairs will participate in a book study to support the implementation of a growth mindset.

The shifts in behavior and practices will be the completion of a lesson study cycle highlighting growth mindset thinking by all grade level chairs. Thereafter, grade level chairs will be responsible for disseminating learned strategies to their respective grade level.

Person Responsible Ruth Williams (rwilliams07@dadeschools.net)

#4. 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.

Our 2021-2022 proficiency levels showed improvement; however we are still 18 percentage points lower than the District average in ELA and 21 percentage points lower in math. 44% of our students scored a 3 or above on the 2021-2022 FSA in ELA, while 48% of our students were proficient in mathematics.

In order to be successful this school year and beyond, we need a higher percentage of our students to be on grade level in both reading and math. In order to move more students towards proficiency, we decided that standards-aligned instruction in ELA and mathematics will be our primary Area of Focus.

Measurable Outcome:

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

Our school plans to have 49% of our students in Kindergarten - 5th grades be on grade level on the i-Ready AP3 Diagnostic in the 2022-2023 school year in ELA and mathematics. This goal would show that standards-aligned instruction were successful at our school on the i-Ready AP3 Assessment or the state's FAST Assessment in June, 2023.

Monitoring:

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

The school will use Standards Based Grading as the evidence-based strategy. Standards Based Grading refers to grading based on mastery of the standard. Teachers assess the student output and grade according to the mastery level of the standard that was demonstrated. Teachers and students will keep track of the number of proficient students on each assessment and adjust instruction to ensure strategies are implemented that increase the number of students performing on grade level.

Person responsible for monitoring outcome:

Deborah Darbonne (pr3941@dadeschools.net)

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

Standards Based Grading (SBG) refers to grading based on mastery of the standard. This is a philosophy of the role of grades in a class. The idea that a grade should be a reflection of what a student understands in relation to the standard being taught. Teachers assess the student output and grade according to the mastery level of the standard that was demonstrated.

**implemented
for this Area
of Focus.**

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

During Collaborative Data Chats, teachers, support staff, and administration will analyze student performance data and determine how many students are currently on grade level as well as those students who are close to being on grade level. Teachers will write this number on their class' thermometer, and check that they reach this number of proficient students on each assessment. If they do not meet this goal, they will discuss possible reasons why and discuss activities and strategies teachers can implement in order to ensure more students are able to perform successfully. We will also use these data chats to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

8/21/2022 - Conduct teacher data chats and identify students' growth goals as well as the minimum number of proficient students in their class.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

9/2/2022 - 10/14/2022 - Start each collaborative planning session for whole group instruction with data from bi-weekly/topic assessment data.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

9/2/2022 - 10/14/2022 - Collaboratively discuss the possible reasons why the minimum number of proficient students was not met in each class and identify strategies to increase this number.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

9/2/2022 - 10/14/2022 - Shout out each class who meets their minimum number of proficient students after each bi-weekly/topic assessments on the morning announcements.

Person Responsible Deborah Darbonne (pr3941@dadeschools.net)

10/31/22 - 11/10/22 - The Synergy Team will add the ASD Modified Teachers, and some ASD Standard Teachers to the Lesson Study Process by creating a Round 2 Lesson Study Schedule with a focus on tracking students who reached their Priority Educational Needs (PEN) curriculum goal.

Person Responsible Ruth Williams (rwilliams07@dadeschools.net)

11/10/22 - 12/16/22 - ASD Modified Teachers and some ASD Standard Teachers will share out best practices in tracking and celebrating students who meet their goals.

Person Responsible Ruth Williams (rwilliams07@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

The school will use Goal-Oriented Learning as the evidence-based strategy. In 2021-2022 42 students demonstrated course failure and performed below grade level in K-2 grades in ELA and 29 students performed below grade level in math.

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

The school will use Goal-Oriented Learning as the evidence-based strategy. In 2021-2022 46 students demonstrated course failure and performed below grade level in 3rd - 5th grades in ELA and 49 students performed below grade level in math.

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)

20% of our K-2 students scored on grade level on the AP3 i-Ready assessment in the 2021-2022 school year.

We expect to see 30% of the students in grades K-2, will be on track to pass the statewide ELA assessment, using the new coordinated screening and progress monitoring system, resulting in a 10 percentage point increase.

Grades 3-5: Measureable Outcome(s)

44% of our 3-5 students scored on grade level on FSA in the 2021-2022 school year. We expect to see 55% of the students in grades 3-5, will be on track to pass the statewide ELA assessment on the most recent statewide, standardized ELA assessment, resulting in a 11-percentage point increase.

Monitoring:

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

This area of focus will be monitored using the results of each i-Ready Diagnostic assessment. By the 2nd i-Ready Diagnostic Assessment, 25% of our K-2 students and 49% of our 3-5 students will have reached their growth target. This will be monitored by the School's Leadership Team.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Menendez-Butler, Rosa, rmenen@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 school will use Goal-Oriented Learning as the evidence-based strategy. Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes.

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?

Students will have a clear understanding of their individual learning goal using the Growth Mindset Rubric and have a clear focus on what they will be able to accomplish as a result of this practice. Goal Oriented

Learning has an effect size of .76 on Hattie's Visible Learning Scale with the average effect size being .40 or all learning strategies, and ranks as 3rd out of 138 strategies on this learning scale.

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
8/21/2022 - Opening of School PD Day - Schoolwide Data Analysis - Reflections on 4th Grade Best Practices - Introduction on How to Conduct a Lesson Study	Darbonne, Deborah, ddarbonne@dadeschools.net
9/1-9/15/2022 – Begin Lesson Studies by grade level chairs of 2021-2022 4th Grade Teachers - Lesson Study of Class introduction of thermometers - Lesson Study of Individual goal setting	Darbonne, Deborah, ddarbonne@dadeschools.net
9/15/2022 - 10/14/2022 – Grade Level Chairs lead lesson studies with their grade group - Lesson Study of Class introduction of thermometers - Lesson Study of Individual goal setting	Darbonne, Deborah, pr3941@dadeschools.net
10/2/22 - 10/14/22 - Debriefing and reflection of Lesson Study process as well as newly learned information and processes.	Murat, Juanita, jmurat@dadeschools.net
10/31/22 - 11/4/22 - Academic Coaches will conduct focused walk-throughs to identify teachers in need of coaching cycles in regard to the class thermometers and/or individual student trackers.	Darbonne, Deborah, pr3941@dadeschools.net
11/4/22 - 12/16/22 - Academic Coaches and/or previous year's 4th grade teachers will support teachers who do not have class thermometers /individual student trackers updated with current class averages and/or proficient students recorded.	Darbonne, Deborah, pr3941@dadeschools.net
10/31/22 - 11/10/22 - Conduct the next round of Lesson Studies with academic coaches and grade levels during collaborative planning. Teachers will bring D.I. and Intervention OPM data and assessments used to conduct product reviews.	Bullock, Monique, 292700@dadeschools.net
10/31/22-12/16/22 Students performing in the lowest quartile will be assigned a mentor to motivate and encourage them to meet proficiency goals.	Lubin, Isabella, 338971@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 school creates experiences throughout the year to engage with teachers and students and ensures teachers have necessary resources to support their students. Students are supported through our Growth Mindset Initiative to ensure that instruction is differentiated and meets their needs. Staff are provided opportunities to take part in professional development activities and incentives for both teachers and students where we come together to share celebrations of success. We provide opportunities for both staff and students to receive ongoing feedback and suggestions and we schedule informal assemblies with staff and students to garner information about their educational/professional experience at our school and promote our growth mindset. We also ensure information is provided to all stakeholder through our bi-weekly newsletter and our Teams page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

Dr. Deborah Darbonne - Principal - Identifies the focus of our initiative, the staff members who will drive the mission, and creates celebrations of our successes along the way.

Rose Menendez-Butler - Assistant Principal - Manages the staff members who drive the mission, monitors the effectiveness of the implementation, and identifies how to fix any concerns along the way.

Giovanni Clarke - Counselor - Ensures individual and group successes are celebrated. Identifies various ways encourage staff members and students in regard to the Growth Mindset Initiative.

Gislaine Telfort - ELL Teacher - Vital School Leadership Team member. Contributes ideas and provides leadership to identified team with this initiative.

Magalie Berrouet - BMT - Vital School Leadership Team member. Contributes ideas and provides leadership to identified team with this initiative.

Grade Level Chairpersons - Vital School Leadership Team member. Contributes ideas and provides leadership to grade level with this initiative. Takes the lead and models desired practices for their grade group.