

Miami-Dade County Public Schools

Linda Lentin K 8 Center



2022-23 Schoolwide Improvement Plan

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Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

<http://llk-8.dadeschools.net>

Demographics

Principal: Sicily Mincey O

Start Date for this Principal: 2/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (54%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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14312 NE 2ND CT, North Miami Beach, FL 33161

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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)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

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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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Linda Lentin K-8 Center is to challenge our diverse group of students by preparing them for the 21st century. In addition, we welcome parent and community involvement to support our students' academic, emotional and social growth.

Provide the school's vision statement.

Every child at Linda Lentin K-8 Center will receive a high-quality education, grounded in excellence, to develop into successful global leaders.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Young, Monefe	Principal	Plans, directs, and manages education and teaching programs; coordinates school activities; reviews and monitors faculty performance and creates an atmosphere conducive to manage and oversee instruction; ensure effective implementation of counseling services; ensures that budgetary guidelines are met.
Hillhouse, Isolyn	Assistant Principal	Assist in planning, directing, and managing education and teaching programs; coordinating school activities; reviewing and monitoring faculty performance and creating an atmosphere conducive to manage and oversee instruction; ensuring effective implementation of counseling services; ensuring that budgetary guidelines are met.
Ruffin, Richard	Assistant Principal	Assist in planning, directing, and managing education and teaching programs; coordinating school activities; reviewing and monitoring faculty performance and creating an atmosphere conducive to manage and oversee instruction; ensuring effective implementation of counseling services; ensuring that budgetary guidelines are met.
Guyton, Sherron	Instructional Coach	Assist with the coordination and implementation of comprehensive research-based reading plan; utilizes the coaching model with teachers; assist teaches in the interpretation of student assessment data; participate in Plans and implement professional development.
Blue, Arial	Math Coach	Assist with the coordination and implementation of comprehensive mathematics plan; utilizes the coaching model with teachers; assist teaches in the interpretation of student assessment data; plans and implement professional development
Davis-Gittens, Alpha	Behavior Specialist	Support to students and teachers for ESE behavior management students. Implement Behavioral and Functional Assessments for students both disabled and non-disabled; Assist and support building and District staff and parents in the development, implementation, and revision of student behavior. intervention plans; Facilitate team processes including problem-solving, pre-referral intervention, and IEP development for special needs students; Provide support to staff in all areas related to emotional disturbance and behavior disorders and interventions; Collects appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved.

Demographic Information

Principal start date

Sunday 2/13/2022, Sicily Mincey O

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

3

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

27

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

664

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

2

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

0

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	67	70	75	68	73	91	81	80	0	0	0	0	664	
Attendance below 90 percent	0	21	14	16	10	13	11	12	10	0	0	0	0	107	
One or more suspensions	0	0	0	0	0	0	4	16	10	0	0	0	0	30	
Course failure in ELA	0	0	0	16	9	16	13	4	3	0	0	0	0	61	
Course failure in Math	0	0	6	10	7	7	8	6	6	0	0	0	0	50	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	12	14	27	36	37	0	0	0	0	142	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	12	24	39	44	23	0	0	0	0	155	
Number of students with a substantial reading deficiency	0	0	9	25	20	22	39	41	37	0	0	0	0	193	
	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	3	23	13	21	28	45	27	0	0	0	0	160

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	19	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	3	1	1	1	2	0	0	0	0	9

Date this data was collected or last updated

Thursday 8/11/2022

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	42	62	70	62	67	86	87	72	97	0	0	0	0	645
Attendance below 90 percent	1	16	11	17	17	25	30	13	32	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	5	11	14	7	7	16	0	0	0	0	67
Course failure in Math	0	0	4	5	7	13	0	1	12	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	23	22	29	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	29	12	26	0	0	0	0	75
Number of students with a substantial reading deficiency	0	18	31	41	20	49	49	44	62	0	0	0	0	314

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	3	6	9	20	25	15	34	0	0	0	0	112

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	1	0	0	0	0	0	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	5	0	0	0	0	9

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	42	62	70	62	67	86	87	72	97	0	0	0	0	645
Attendance below 90 percent	1	16	11	17	17	25	30	13	32	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	5	11	14	7	7	16	0	0	0	0	67
Course failure in Math	0	0	4	5	7	13	0	1	12	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	23	22	29	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	29	12	26	0	0	0	0	75
Number of students with a substantial reading deficiency	0	18	31	41	20	49	49	44	62	0	0	0	0	314

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	3	6	9	20	25	15	34	0	0	0	0	112

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	1	0	0	0	0	0	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	5	0	0	0	0	9

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	46%	62%	55%				42%	63%	61%
ELA Learning Gains	61%						48%	61%	59%
ELA Lowest 25th Percentile	48%						50%	57%	54%
Math Achievement	45%	51%	42%				49%	67%	62%
Math Learning Gains	68%						55%	63%	59%
Math Lowest 25th Percentile	65%						48%	56%	52%
Science Achievement	36%	60%	54%				38%	56%	56%
Social Studies Achievement	75%	68%	59%				74%	80%	78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	60%	-28%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-32%				
05	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-38%				
06	2022					
	2019	43%	58%	-15%	54%	-11%
Cohort Comparison		-38%				
07	2022					
	2019	49%	56%	-7%	52%	-3%
Cohort Comparison		-43%				
08	2022					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-49%				

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	44%	67%	-23%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-44%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-59%				
06	2022					
	2019	34%	58%	-24%	55%	-21%
Cohort Comparison		-51%				
07	2022					
	2019	38%	53%	-15%	54%	-16%
Cohort Comparison		-34%				
08	2022					
	2019	20%	40%	-20%	46%	-26%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	53%	-19%	53%	-19%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-34%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	34%	43%	-9%	48%	-14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	73%	1%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	63%	25%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	54%	34%	57%	31%

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	15	31	21	21	52	42	11				
ELL	39	57	47	36	65	71	26	75	73		
BLK	46	60	48	45	68	63	37	76	85		
HSP	40	66	50	41	71		19				
FRL	45	62	49	44	68	65	35	75	85		
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	6	18	20	6	14	19		18			
ELL	30	43	43	25	21	23	15	51	50		
BLK	38	43	38	27	20	19	25	57	57		
HSP	30	37	36	25	22	27	25				
FRL	37	42	36	27	20	20	25	53	61		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	28	28	16	34	35	18				
ELL	33	45	48	44	60	58	24	59			
BLK	41	48	53	49	55	45	37	76	90		
HSP	43	54	33	40	62	71	38				
FRL	40	47	50	48	55	49	35	71	87		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	57
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	44
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	53
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	57
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	48

Hispanic Students	
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	57
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?

2021 FSA data findings:

The majority of our grade levels, 3rd to 8th data showed a widened Achievement gap in either ELA and/or Math.

The third and sixth grade average in ELA demonstrated an increase, with 45 and 47 percentage points respectively.

However, in third Grade Math, there was a decrease with 35 percentage points earned.

The fourth grade average in ELA was 28 percentage points and 24 percentage points in Math.

The fifth grade average in ELA was 30 percentage points and in Math 21 percentage points.

The sixth-grade average in Math was 26 percentage points.

The seventh-grade average in ELA was 31 percentage points.

2022 FSA data findings:

The school data shows a decrease in the Achievement gap from 3rd to 8th grade in both ELA and Math.
ELA Achievement increased by 8 percentage points.
Math Achievement increased by 18 percentage points.
ELA Learning Gain for L25 students increased by 10 percentage points.
Math Learning Gain for L25 students increased by 45 percentage points.
Overall Learning Gains for both ELA and Math increased.
Science Achievement increased by 12 percentage points.
Social Studies Achievement increased by 19 percentage points.

2022 iReady data findings:

The progress monitoring data proficiency data for kindergarten to 3rd grade based on Spring I-Ready diagnostic results shows the number of students below grade level in ELA.
Kindergarten increased by 45 percentage points
First-grade increased by 27 percentage
Second-grade increased by 40 percentage point
Third grade increased by 27 percentage points

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

The 2022 state assessments demonstrate an increase in all areas. However, the area that demonstrate the greatest need for improvement is the FCAT 2.0 Science in 5th and 8th grade. The data indicates that 29% of Grade 5 students scored a Level 3 or above and 15% of students in grade 8 scored Level 3 or more.

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 2021-2022 Science scores which show proficiency levels in grades 8 and 5, with scores of 15 and 29, respectively demonstrate the need for improvement. Consequently, we have reformulated our science plan into actionable steps which will increase student performance by targeting the deficiencies. The steps include Data-Driven Instruction where science teachers use student performance data to inform and tailor daily instructional planning and delivery that meet students' needs, develop Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction based on data from District topic assessments. Effective use of curriculum and resources to maximize student learning including utilizing technology, hands on learning, planning cards and supplemental resources that support student learning. We will also increase support for the students in 5th - 8th grade science by providing double dose of instruction through extended learning opportunities. Additionally, students in the top 60% of 8th grade science will be scheduled in a double dosing elective science class giving students more opportunities to do hands on science. Fifth grade science students will also receive additional support from an interventionist specifically reviewing the areas of deficiency for students.

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

Math Overall Achievement increased from 27 percentage points in 2021 to 45 percentage points on the 2022 FSA. Math Learning Gains increased from 20 percentage points in 2021 to 68 percentage points on the 2022 FSA. Social Studies EOC component showed 75% proficiency as compared to 55% in 2021 assessment.

Additionally, 4th Grade ELA and increased 13 percentage points from 2021 to 2022 and 4th Grade Math increased 13 percentage points from 2021 to 2022.

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

We reviewed student work samples during common planning and used them to prepare for the next lesson. The increased use of manipulatives and continued work samples were also a part of the collaborative planning discussions. We proactively hired interventionist to assist the teachers in Math to ensure students were understanding concepts presented. Students attended extended learning opportunities in both Civics. Algebra1 and third grade from the beginning of the school year. Sufficient time was given for review of concepts and test preparation skills. Additionally, work samples were constantly review and immediate feedback was provided.

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

Differentiated Instruction, Standards-Based Collaborative Planning, Gradual Release Model, and Interventions-RTI.

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 PLST team along with the coaches will develop workshops focused on effective feedback practices (August/22). Creating student work that are aligned to state and district standards (October/22). Data chats with guided protocols for analyzing data and using it to drive instruction (bi-monthly). Coaching cycles as needed to support teachers with specific needs (on-going). Professional development activities for the teachers will focus on explicit instructions, and other researched-based instructional strategies and best practices.

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

Analyzing student data from various assessments to determine next steps during common planning sessions. Weekly collaborative planning inclusive of the leadership team. Before and after school tutoring, as well as Saturday, Winter and Spring break Academies for remediation and enrichment. Early start for interventionist, conducting two teacher-led centers during Differentiated Instruction.

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 B.E.S.T. Standards**Area of Focus**

Description and Rationale: Based on the 2022 FSA ELA results in order to maintain or increase proficiency from 46% to above 50% we are focusing on the B.E.S.T standards. The newly adopted B.E.S.T standards are needed to meet the needs of our students. Since B.E.S.T. standards are implemented from Kindergarten through Grade 8, students will be able to harness the foundational skills needed to be successful and proficient from elementary and beyond.

Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the FSA Math results in 2022 data review, our school will implement the Targeted Element of Math. We selected the overarching area of Math based on the decrease in proficiency from 49% in 2019 to 45% in 2022 (previously acquired prior to the pandemic). We will enhance our instruction for students with diverse needs, hence, improve our math skills to make proficiency.

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 BEST standards Instruction, we will see a 4-percentage point increase on ELA Progress Monitoring Assessments Standardized test scores (F.A.S.T) in 2023 and 5 percentage points in the Math F.A.S.T 2023 from 45% to 50%.

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

The Leadership Team will attend collaborative planning to develop look-fors during walkthroughs. Administration will conduct weekly walkthrough for evidence of alignment of Standards. Bi-monthly data chats will be conducted to assess progress and make adjustments where necessary.

Person responsible for monitoring outcome:

Isolyn Hillhouse (ihillhouse@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being

Within the Targeted Element of collaborative planning, our school will focus on the evidence-based strategy of collaborative planning: Collaborative planning will assist in effective instructional planning to meet the students' needs. Student work samples, modeling, and end products during collaborative planning are a systematic approach to meet the students' needs. Collaborative planning will be monitored and instructional coaches and administration participating in planning sessions.

**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.**

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

Action Steps to Implement

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

8/13/22-9/26/22-Teachers will be provided with Professional Development to ensure knowledge of B.E.S.T. Standards in the area of ELA and Math.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

8/17/22-10/21/22-Teachers will demonstrate during classroom instruction evidence of best practices that were shared during common planning, sample work, exit tickets/Check for Understanding, bell-ringers/ Dig-in and feedback. As a result, student achievement should increase ELA and Math performance.

Person Responsible Arial Blue (ablue01@dadeschools.net)

8/17/21-10/21/22: Transformational coaches along with the teachers will develop monthly Instructional Focus Calendars during Collaborative Planning that will provide teachers an opportunity to target lessons to include whole group and DI instruction. As a result, it will help teachers prepare the materials and resources for the individual needs of students.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/17/22-10/21/22-The coach will work with teachers to develop bi-weekly/Topic Assessment data trackers that will monitor the progress of the students in ELA and math. As a result, teachers will be able to make the necessary adjustments based on the data to drive instruction.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

10/24/22 - 12/22/22 - Teachers will utilize the framework during planning to identify the timing for each portion of the block and emphasize the use of explicit instruction when planning lessons.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

10/24/22 - 12/22/22 - Teachers will continue to identify resources that align to the standards to incorporate into whole group instruction.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

10/24/22 - 12/22/22 - Teachers will attend collaborative planning with the utilization of the instructional framework identify Daily End Products.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

10/24/22 - 12/22/22 - Math Coach will continue to conduct weekly collaborative planning and model wait time and questioning strategies for teachers to ensure student understanding.

Person Responsible Arial Blue (ablue01@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student Attendance

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

Area of Focus Description and Rationale:

Based on the School Climate survey data reviewed, our school will implement the Targeted Element of Student Attendance. Students missing school regularly did not meet learning goals and are limited in proficiency. We recognized the need for consistent attendance incentives and improved connection with parents and community.

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 Student Attendance, our students will receive a high quality instruction that will increase overall student performance with a 3- 5-percentage points increase in all subject areas in 2023.

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

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with an emphasis on attendance trends. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Alpha Davis-Gittens (alphiadavisgittens@dadeschools.net)

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

Within the Targeted Element of Student Attendance, our school will focus on the evidencebased strategy of Attendance Initiatives. Attendance Initiatives such as Olympic-style medals will be issued to students (School Theme), individually or by homeroom classes and our "Caught Being Good" incentive store will assist in narrowing the gap of the absences amongst our students. Student absences will be monitored on a weekly, biweekly, monthly, and grading period basis which will optimize improving attendance and prevent a pattern of excessive absences.

**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.

By providing tangible Initiatives and recognition to both students and parents will create a positive impact and ultimately decrease the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and reward.

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.

8/17/22-10/11/22-An Attendance Team will be created and responsible for a school-wide incentive programs that will reward students in various categories: Perfect, Attendance, Most Improve Attendance, and Back-on-Track. As a result, students will be motivated to receive the rewards hence, increased attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

8/17/22-10/21/22-The Behavior Management Teacher will create attendance tickets that include perfect attendance for 100%, Most Improved and "Back on Track" for students to purchase treats, and the 'Caught Being Good" Incentive Store. As a result, the students will be able to purchase items from the store as an incentive for improved or perfect attendance.

Person Responsible Alpha Davis-Gittens (alphiadavisgittens@dadeschools.net)

8/17/22-10/21/22-The teachers, administrators, and truancy team will make phone calls home to parents with students with 3 or more absences. This immediate action will help the school target the issues and address them so students can quickly return to the school.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

8/17/22-10/21/22--The school social worker, counselor, and support staff will conduct home visits to students with excessive absences. Followed by truancy meetings. As a result, student support will be provided and early intervention in place for students to return to school.

Person Responsible [no one identified]

10/24/22-12/22/22 - The Attendance Team will provide a special luncheon for homeroom classes that have met the 95% to 100% monthly attendance incentive. As a result, students with perfect attendance will be able to participate and motivate others that will increase student attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

10/24/22-12/22/22 - School-wide attendance calendars are posted in every classroom located on the classroom door. Teachers write the daily homeroom percentage. As a result, both teachers and students are able to monitor class attendance.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**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 limited teachers in the building felt their ideas are not listened to and considered. Therefore, we would like to create opportunities for teachers to speak out and administration to provide timely and specific feedback.

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 Specific Teacher Feedback, our teachers would feel like they are heard and their ideas are considered. They will also have buy-in with school wide plans and build capacity amongst teachers in the building. The percentage go teachers in leadership roles will increase by 10 percentage points.

Monitoring:

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

The Leadership Team will identify staff members that are experts in their area that will serve as teacher leaders and develop initiatives to present. By involving teachers in leadership we will increase shared leadership.

Person responsible for monitoring outcome:

Richard Ruffin (298573@dadeschools.net)

Evidence-based Strategy:

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

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Rationale for Evidence-based

Strategy:

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

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.

8/17/22-10/21/22-The Principal along with the Assistant Principals will meet monthly with teacher leaders to listen and hear concerns and develop them professionally in various areas of leadership. As a result, teachers will build capacity and feel that their inputs are taken into consideration.

Person Responsible Richard Ruffin (298573@dadeschools.net)

8/23/21-10/11/21-During walkthroughs in the building the Administrators will provide timely feedback to teachers regarding best practices observed or improvements needed. As a result, teachers will be able to make timely adjustments as needed.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/17/22-10/21/22-The principal will focus groups within the building that would meet to brainstorm and make suggestions to the administration about areas of improvement. As a result, the teachers will have input in decision-making about the progress of the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

8/17/22-10/21/22- The principal will meet weekly with the leadership team to plan and develop ways to improve student performance within the building. Additional leaders within the building will be invited to attend the meetings and offer input regarding student achievement. As a result, the leadership team will have a plethora of ideas and ways to address learning loss.

Person Responsible Monefe Young (mignonette@dadeschools.net)

10/24/22-12/22/22 - Teacher leaders will be grouped in different interest areas and begin working on committees, schoolwide initiatives, and incentive programs. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Isolyn Hillhouse (ihillhouse@dadeschools.net)

10/24/22-12/22/22 - The principal will select and train teacher leaders to organize, facilitate and manage the TALENTS "Leading Leopards" afterschool program that encompasses tutoring and activities. As a result, teachers will build capacity and develop in areas of leadership within the school.

Person Responsible Monefe Young (mignonette@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

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

Based on the FSA results all ELA Subgroups Achievement except for SWD, increased above 41% in the 2022 Federal Index. Students in the SWD subgroup scored 29% in 2022 and below 32 % in the last 3 consecutive years.

Measurable**Outcome:**

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

As a result of the effective teacher delivery of instruction through Differentiations of Instruction, students in SWD subgroup whose AP1 i-Ready placement is Tier 3 will increase their grade level placement by 20 points or more on i-Ready AP2 assessment. Students in grades K-8 whose AP1 i-Ready placement is Tier 3 will increase their grade level placement by 25 points or more on i-Ready AP2. Thus, students in Kindergarten through 8th grade should improve on the 3rd progress monitoring assessment by 20 percentage points.

Monitoring:

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

Closely monitoring the i-Reading Instructional Pathway passing rate and minutes weekly for all students in grade K-8 will be one Area of Focus used to monitor the success of the desired outcome. Additionally, the students' bi-weekly reading assessments and topic assessments will also be an Area of Focus to monitor to ensure the desired outcome.

Person responsible for monitoring outcome:

Monefe Young (mignonette@dadeschools.net)

**Evidence-based
Strategy:**

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

Differentiated instruction and explicit instruction are the evidence-based strategies 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.

Differentiated instruction and explicit instruction have been selected to meet the needs of all students in grade K-8. Adequate time on task and sufficient practice must be provided with each skills in order to ensure accurate and fluent learning, and mastery of the skills. Small group instruction in DI will ensure precise monitoring of the students academic progress.

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.

8/17/22-10/21/21 - The leadership team consisting of the reading coach and administration will consistently provide positive corrective and feedback as student data is monitored and analyzed weekly.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

9/12/22-10/31/22- Reading Coach will model on a monthly basis lessons to selected teachers in grades K-8.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/17/22-10/21/22 - Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed.

Person Responsible Sherron Guyton (guytonteach@dadeschools.net)

8/17/22-10/21/22 - During walkthrough administration will target specific lookfors to ensure small group DI correlates to areas of student deficiency.

Person Responsible Sicily Mincey (pr2911@dadeschools.net)

10/24/22-12/22/22 - The teachers will keep a record of tangible evidence that shows that corrective feedback has taken place. As a result end-products, exit slips, aligned worksheets, and trackers will be evident in students' DI/work folders.

Person Responsible Monefe Young (mignonette@dadeschools.net)

10/24/22-12/22/22 - The teachers will utilize equity sticks in ELA to promote student engagement and check for understanding. As a result, teachers will be able to determine areas where students continue to struggle and provide corrective feedback.

Person Responsible Monefe Young (mignonette@dadeschools.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

According to the 2022 Spring i-Ready AP3 data, 46% of 1st-grade students are proficient in ELA, 38% of 2nd-grade students are proficient in ELA. The main areas of weakness are Vocabulary and Comprehension. Tier 1 instruction and DI did not result in major increases in proficiency for students in the lowest quartile, therefore we will strategically provide corrective feedback and differentiated instruction to target students progress in all levels.

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

According to the 2022 FSA proficiency data, 34% of the 3rd-grade students are proficient in ELA, 43% of the 5th-grade students are proficient in ELA. The areas of greatest need for improvement are in ELA Integration of Knowledge and Ideas. Based on the data, Tier 1 instruction did not result in a significant increase in proficient students, therefore we will strategically provide corrective feedback and differentiated instruction to target students' progress in all levels.

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)

As a result of the effective differentiation of instruction, 1st-2nd-grade students whose AP1 i-Ready placement is Tier 1 will increase their grade level placement by 20 points or more on i-Ready AP2 assessment. Students in grades 1-2 whose AP1 i-Ready placement is Tier 3 will increase their grade level placement by 25 points or more on i-Ready AP2.

Grades 3-5: Measureable Outcome(s)

As a result of consistently utilizing strategies that increase student understanding, ensuring students are engaged in a daily review of the reading skills and concepts, and monitoring and providing feedback, we will see an increase in proficiency in 3rd and 5th grade ELA as evidenced by 5 percentage points increase in the F.A.S.T 2023 as compared to the FSA 2022.

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.

Administration and coaches will closely monitor the i-Reading Instructional Pathway passing rate and minutes weekly for all students in 1st-2nd grade and 3rd and 5th grades. This Area of Focus will be used to monitor the success of the desired outcome. Additionally, the students' bi-weekly reading assessments and topic assessments will also be used to monitor and ensure the desired outcome. Extended learning opportunities will begin early for students not performing well on topic assessments. The reading coach will provide weekly common planning meetings where student work samples and teacher feedback will be reviewed. One member of the Administration will be present for all collaborative planning meetings. Walkthroughs and corrective feedback, Differentiated Instruction will be monitored by Administration on a weekly basis. Extended learning opportunities will begin in October 2022 for students not performing well on topic assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Young, Monefe, mignonette@dadeschools.net

Evidence-based Practices/Programs:

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

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

Within the Targeted Element for proficiency, our school will focus on the evidence-based strategy of biweekly assessment, ELA intervention with a two-teacher-led center, Intensive Acceleration (IA) curriculum, and student work samples. Data-Driven and monitoring instruction will assist in accelerating proficiency to meet the students' needs. ELA data-driven instruction will be monitored through the use of data trackers, DI folders, and writing folders will increase proficiency.

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?

ELA proficiency target will ensure that teachers are using relevant, recent, and aligned instruction to plan lessons that are customized to student needs. Students' work samples, data-driven instructions, and corrective feedback will continually improve ELA proficiency.

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
8/17/22-10/14/2022- Teachers will utilize data trackers to monitor the progress of students with Bi-weekly Assessments and Differentiated Instruction. As a result, teachers will utilize the data to make adjustments to instruction.	Guyton, Sherron, guytonteach@dadeschools.net
8/17/22-04/28/23-Collaborative planning with the literacy coach and teachers will include sample student work, SMR practice questions, and feedback for improvement. As a result, lesson plans will reflect best practices and explicit instruction.	Guyton, Sherron, guytonteach@dadeschools.net
8/17/22-04/28/23-The reading coach and the teachers will use current Progress Monitoring Assessments, I-ready AP2, and formative assessments to make necessary adjustments to student grouping and resource selection. As a result, teachers will be able to target learning and apply it to students in the classroom. The additional support will be Winter Break Academy, Saturday School and Spring Break Academy.	Guyton, Sherron, guytonteach@dadeschools.net
8/17/22-10/21/22-On going Professional Development will be provided for teachers on Core Content and DI Instruction to address the areas of deficit among students. As a result, teachers will be able to take information learned and apply it with students in the classroom.	Mincey, Sicily , pr2911@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 fully engaging in our Essential Practices on the School Improvement Process, identifying the Professional Learning Support Team (PLST) and their expertise and knowledge base, cultivating staff members in leadership roles, Professional learning that is designed to meet the instructional needs, and providing staff members opportunities to develop the SIP. We provide opportunities for staff to provide ongoing feedback and suggestions to school leaders and during scheduled faculty meetings, conferences with the staff to garner information about their educational/professional experience at our school. Our school creates experiences throughout the year to engage parents and families and ensure they have the necessary information to support their children. Parent meetings are conducted monthly by grade level teacher groups. Parents and other stakeholders are informed about the happenings in the school through the use of REMIND, Class DOJO, Messenger, monthly newsletter, and other modes of communication. Microsoft TEAMS pages are also utilized to communicate with all stakeholders.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale-boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches 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, and families.