

Miami-Dade County Public Schools

# Royal Palm Elementary School



2022-23 Schoolwide Improvement Plan

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# Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

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

## Demographics

**Principal: Marta Garcia**

Start Date for this Principal: 7/21/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (71%) 2018-19: A (76%) 2017-18: A (79%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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	A		A	A

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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 Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills which are essential in a rapidly changing society.

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

The vision of Royal Palm Elementary School teachers, staff, and community is to equip our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

### 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
Garcia, Marta	Principal	<p>pr4761@dadeschools.net</p> <p>Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/Rtl by conducting assessment of MTSS/Rtl skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.</p>
Blanco, Jo Ann	Assistant Principal	<p>joannblanco@dadeschools.net</p> <p>Royal Palm Elementary's Assistant Principal, Jo Ann Blanco, assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards and programs, identifies and analyzes existing behavior assessment and intervention approaches; identifies systematic patterns of student need, provides faculty with appropriate evidence-based intervention strategies, and assists with whole school screening in order to identify students who are working below grade level.</p>
Cardona, Marcia	Teacher, K-12	<p>mcardona2@dadeschools.net</p> <p>Marcia Cardona is Royal Palm Elementary's Gifted Department Chairperson as well as our S.T.E.A.M. Coordinator. Ms. Cardona assists in disseminating the latest science information provided by MDCPS, information related to the STEAM curriculum, and assists in monitoring and responding to the needs of subgroups. Moreover, Ms. Cardona prepares the referrals for Gifted Program.</p>
Villavicencion, Marlene	Teacher, K-12	<p>mvillavicencio@dadeschools.net</p> <p>Ms. Villavicencio is a member of our Professional Support Learning Team as the Digital Innovation Leader. She is also our Science Liaison. She regularly attends trainings provided by the District Science Department and shares information as well as best practices with the Leadership Team and Faculty.</p>
Gomez, Lissette	Teacher, PreK	<p>lissy3174@dadeschools.net</p> <p>Ms. Gomez is our Pre-Kindergarten Chairperson. As the Team Leader, she is responsible for sharing information from the Department of Early Childhood Education. She provides information about core instruction, participates in student data collection, delivers core</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
<p>Panzer, Carlianne</p>	<p>Teacher, K-12</p>	<p>cmaruri@dadeschools.net</p> <p>Ms. Panzer is a member of our Professional Learning Support Team as the Instructional Coach/Content Expert. She is also our Mathematics Liaison. As a member of the Leadership Team, she assists in disseminating the latest mathematics information provided by MDCPS, the latest information regarding the new interactive mathematics website, and updates from the book publishing company.</p>
<p>Malespin, Lelys</p>	<p>Teacher, K-12</p>	<p>lmalespin@dadeschools.net</p> <p>Ms. Malespin is a member of our Professional Learning Support Team serving as our Professional Development (P.D.) Liaison. As the P.D. Liaison, she works with the Leadership Team to propose and provide relevant Professional Development Activities based on the needs of the faculty. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
<p>Marquez, Nancy</p>	<p>Teacher, K-12</p>	<p>nmarquez@dadeschools.net</p> <p>Ms. Marquez is our Kindergarten Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>



Name	Position Title	Job Duties and Responsibilities
Mena, Milagro	Teacher, K-12	<p>milagro@dadeschools.net</p> <p>Ms. Mena is our First Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
Mansito, Daneisy	Teacher, K-12	<p>247985@dadeschools.net</p> <p>Ms. Mansito is a member of our Professional Learning Support Team serving as the New and Early Career Mentor. She is also the Grade Level Chairperson for 2nd Grade. As the New and Early Career Mentor, she works with and provides support to all beginning teachers at Royal Palm Elementary. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
Medina, Teresa	Teacher, K-12	<p>tmedina2@dadeschools.net</p> <p>Ms. Medina is our Third Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
Yip, Christina	Teacher, K-12	<p>christinayip@dadeschools.net</p> <p>Ms. Yip is our Fifth Grade Level Chairperson. She also provides information about core instruction, participates in student data collection, delivers core instructional and behavioral supports for all students in</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the general curriculum, collaborates with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.</p>
<p>Lazo, Mercedes</p>	<p>Teacher, ESE</p>	<p>mlazo@dadeschools.net</p> <p>Ms. Lazo is our ESE Chairperson. She coordinates Annual or Interim Individual Education Plan (IEP) She is responsible to maintaining current plans and communicating with classroom teachers regarding ESE students. She also assists in monitoring and responding to the needs of the students. Ms. Lazo also participates in student data collection, integrates core instructional activities/materials into Intensive instruction, and collaborates with general education teachers through activities such as co-teaching, small group pull-out, and tutoring.</p>
<p>Perez, Nancy</p>	<p>ELL Compliance Specialist</p>	<p>nperez8@dadeschools.net</p> <p>Ms. Perez is our ELL Compliance Specialist. She is assists in monitoring and responding to the academic of the English Language Learner subgroup, provides and facilitates professional development for the instructional staff, and shares best practices to help faculty meet the needs of our ELL students.</p>
<p>Herrero, Melissa</p>	<p>School Counselor</p>	<p>mherrero@dadeschools.net</p> <p>The School Counselor, Melissa Herrero, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to children and families and to support the child's academic, emotional, behavioral, and social success. Ms. Herrero also monitors behavior data, conducts intervention for students identified through the MTSS, provides support and resources for parents, gathers information and data required for the Rtl Process.</p>

**Demographic Information**

**Principal start date**  
 Tuesday 7/21/2009, Marta Garcia

**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.*

20

**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.*

10

**Total number of teacher positions allocated to the school**

29

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

478

**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.**

1

**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	75	98	53	62	76	59	0	0	0	0	0	0	0	423
Attendance below 90 percent	18	29	2	8	8	9	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	1	2	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	11	8	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	10	7	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	4	3	0	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/3/2022

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	79	55	59	70	59	91	0	0	0	0	0	0	0	413
Attendance below 90 percent	11	4	2	10	3	8	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	0	1	2	2	0	0	0	0	0	0	0	6
Course failure in Math	0	1	0	1	4	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	10	9	21	24	16	17	0	0	0	0	0	0	0	97

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	6	2	0	1	3	4	0	0	0	0	0	0	0	16

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	12	5	1	1	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	98	59	65	79	59	95	0	0	0	0	0	0	0	455
Attendance below 90 percent	31	2	8	8	9	7	0	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	1	3	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	9	5	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	12	12	0	0	0	0	0	35
Number of students with a substantial reading deficiency	10	9	21	24	16	17	0	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	8	7	0	0	0	0	0	0	0	25

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

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

**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	73%	62%	56%				77%	62%	57%
ELA Learning Gains	81%						74%	62%	58%
ELA Lowest 25th Percentile	65%						72%	58%	53%
Math Achievement	71%	58%	50%				81%	69%	63%
Math Learning Gains	70%						76%	66%	62%
Math Lowest 25th Percentile	58%						69%	55%	51%
Science Achievement	80%	64%	59%				86%	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	71%	60%	11%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	58%	12%
Cohort Comparison		-71%				
05	2022					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-70%				

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	70%	67%	3%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-70%				
05	2022					
	2019	95%	65%	30%	60%	35%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	85%	53%	32%	53%	32%
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	41	39	27	41	61	36	60				
ELL	72	82	61	68	67	59	75				
HSP	73	81	65	70	69	58	81				
FRL	72	81	66	70	69	56	77				
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	40	58		40	58		55				
ELL	73	63	53	61	53	39	58				
HSP	72	64	48	63	48	35	55				
FRL	70	61	48	60	46	38	53				
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	66	87		66	74	71	100				
ELL	73	75	77	78	79	73	86				
HSP	77	73	72	81	76	69	86				
FRL	75	71	72	80	75	69	86				

**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	70
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	62
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	68
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

2022 Data Findings:

There was an increase in proficiency levels for ELA, Mathematics, and Science when comparing the 2021 school data to the 2022 school data. When comparing school data from 2022 to 2021, there was an increase in ELA proficiency from 72% to 73%, in Mathematics from 64% to 71%, and Science from 55% to 80%. Learning Gains in both ELA and Mathematics also increased including L25.

All ELA Subgroups Achievement increased except for ELL which decreased by 1 percentage points.  
All ELA Subgroups Learning Gains increased except for SWD students which decreased by 19 percentage points.

All ELA Subgroups Learning Gains L25 increased by at least 8 percentage points.

All Mathematics Subgroups Achievement increased except for SWD which decreased by 17 percentage points.

All Mathematics Subgroups Learning Gains increased by at least 28 percentage points.

All Mathematics Subgroups Learning Gains L25 increased by at least 1 percentage point except for SWD students which decreased by 19 percentage points.

All Science Subgroups Achievement increased by at least 5 percentage points for SWD and 26 percentage points for the Hispanic Subgroup.

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

2022 Data Findings:

The ELA Achievement decreased for ELL students from 73% to 72%.

The ELA Learning Gains for SWD decreased from 58% to 39%.

The Mathematics Achievement decreased for SWD students from 58% to 41%.

The Mathematics Learning Gains for L25 decreased for SWD students from 55% to 36%.

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

2022 Data Findings:

For the last 2 years, we have struggled with consistent implementation of Differentiated Instruction in all classroom across all core subjects. The 2021-2022 school year was a transition year between FSA Standards and the B.E.S.T. Standards. Therefore, teachers were still trying to understand the new standards as well as implementing new curriculum resources. Our school will focus on implementing standards-based instruction across all grade levels. In ELA, we will continue to support teachers as they utilize a new reading and intervention program based on the B.E.S.T. Standards. Targeted differentiated

instruction based on data findings will be utilized to address student needs. In Mathematics, we will continue to support our teachers and provide professional development to help them meet the needs of the students, utilize the various technological resources to build mathematics proficiency, and use data from Topic Assessments to target deficiencies. We will continue to provide collaborative planning to ensure our teachers understand the standards and standards-based resources provided by the district.

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

2022 Data Findings:

Even though Royal Palm Elementary increased proficiency in ELA, Mathematics, and Science, there was a significant improvement in the following areas when compared to 2021:

ELA Learning Gains increased 16 percentage points from 65% to 81%.

ELA Learning Gains for Free and Reduced Lunch increased 20 percentage points from 61% to 81%.

Mathematics Learning Gains increased 22 percentage points from 48% to 70%.

Mathematics Learning Gains for Hispanics increased 34 percentage points from 35% to 69%

Science Proficiency increased 25 percentage points from 55% to 80%.

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

2022 Data Findings:

ELA, Mathematics, and Science teachers were able to collaboratively plan, developed targeted lessons to address standards, use i-Ready data to monitor progress, and provide differentiated instruction to address student needs. There was increase in use of Reflex to build on mathematics skills.

Administrators would conduct walkthroughs to ensure resources were being implemented.

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

In order to accelerate learning in Royal Palm Elementary, teachers will utilize Data Driven Instruction, Differentiated Instruction, Standards-Based Instruction and Planning, Interventions-Response to Intervention, Mindfulness, Social Emotional Learning, and Technology Integration. By implementing these strategies, we anticipate to accelerate learning and increase our proficiency in all core subjects and within all our subgroups.

**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 will develop professional development to share Technology Integration and Resources along with Mindfulness activities during August 2022. Additional support and whole group sessions focused on Data Driven Instruction and Differentiated Instruction will be developed for the November 2022 Professional Development Day. Throughout the school year, the PLST will survey teachers to create sessions to address specific needs on Standards-Based Instruction and Interventions.

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

Extended learning opportunities will be provided such as after school tutoring for ELL students through Title III and S.T.E.A.M. Based Clubs including Robotics, Coding, and Gardening. Additionally, Collaborative Planning will be scheduled weekly. Members of the Leadership Team will rotate during the meetings to provide support during the planning sessions and address any needs teachers may have. S.T.E.A.M. Committee will be providing resources to teachers in an effort to increase proficiency.

**Areas of Focus**

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

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**#1. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus**

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

Our 2022 Data Findings indicate an increase in proficiency levels for ELA, Mathematics, and Science when compared to 2021. However, the increase was only 1% in ELA Proficiency and 8% in Mathematics. With the shift from Florida Standards to B.E.S.T. Standards, a new reading and mathematics series, new testing platforms, and additional technology programs, it is evident we need to provide our instructional staff with the knowledge, strategies, and tools to engage students in all academic areas. As we transition to B.E.S.T. and F.A.S.T., there needs to be increased professional development to ensure our teachers understand and implement the new standards in order to increase proficiency.

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

With the implementation of the B.E.S.T. Standards in Reading and Mathematics, an additional 10% of our students in grades 3-5 will score at or above grade level in the area of ELA and Mathematics as evidenced by the 2022-2023 State Assessments.

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

The Leadership Team will conduct a survey to prioritize topics of Professional Learning relating to B.E.S.T. Standards in both Reading and Mathematics. After providing Professional Development Sessions and/or support, the administration will conduct walkthroughs to ensure teachers are implementing strategies and best practices from the PD Sessions. Quarterly Data Chats will be conducted to adjust groups, discuss specific strategies for each group, and reflect on teaching practices.

**Person responsible for monitoring outcome:**

Marta Garcia (pr4761@dadeschools.net)

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

Within the Targeted Element of Instructional Practice, our school will focus on the B.E.S.T. Standards. This strategy for standards aligned involves teachers executing lessons based on the Florida B.E.S.T. standards. Teachers will participate in professional development, collegial planning, and sharing of best practices to ensure teaching techniques and strategies are aligned to the B.E.S.T. Teachers will meet on a weekly basis with their grade level and/or department to develop targeted lessons focused on the standards. Implementation of the B.E.S.T. Standards will be monitored through weekly lesson plans and daily walkthroughs.

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

Implementation of the B.E.S.T. Standards will ensure that teachers are using the resources available through the district in an effort to target student learning and increase proficiency. Teachers will make adjustments to their plans, instruction, and delivery based on the specific needs of their students.

**Action Steps to Implement**

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

8/22 - 10/14 - Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis. As a result, teachers will implement activities aligned to the B.E.S.T. Standards.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Our Leadership Team will provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs on a monthly basis. As a result, teachers will utilize resources to engage students and address B.E.S.T. Standards.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Our Leadership Team will Identify model classrooms as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, the administration will provide teachers opportunities to visit classrooms to observe best practices. As a result, teachers will develop collaborative relationships to enhance instructional practices.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - The Leadership Team will provide one to one support for teachers who may need additional assistance implementing Differentiated Instruction and/or the utilization of resources available for ELA, Mathematics, and Science instruction as needed. As a result, teachers will develop a stronger understanding of B.E.S.T. and Differentiated Instruction.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

10/31 - 12/16 - Our Leadership Team will continue to provide teachers training on how to access and utilize resources in their classrooms in an effort to target faculty needs on a monthly basis. As a result, teachers will utilize resources to engage students and address B.E.S.T. Standards.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

10/31 - 12/16 - Our Leadership Team will continue to identify model classrooms as a support for implementing these resources and Differentiated Instruction in Reading and Mathematics. As needed, the

administration will provide teachers opportunities to visit classrooms to observe best practices. As a result, teachers will develop collaborative relationships to enhance instructional practices.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

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

Our 2022 Data Findings indicate an increase in proficiency levels for ELA, Mathematics, and science when compared to 2021. However, there was a decrease in ELA proficiency among 3rd graders from 66% to 51% in 2022. ELA Learning Gains for SWD also decreased from 58% to 39% in 2022. Based on the data review, Royal Palm Elementary will target Differentiated Instruction. It is evident we need to increase student engagement by utilizing various teaching strategies, technology integration, and differentiated instruction.

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

With the implementation of Differentiated Instruction, an additional 10% of our L25 students will score at grade level or above in the area of ELA and Mathematics as evidenced by the 2022-2023 State Assessments.

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

The Administration will conduct walkthroughs to ensure students are actively engaged in their learning. Additionally, lesson plans will document specific activities targeting student needs. During collaborative planning, teachers will shared best practices. Quarterly Data Chats will be conducted to review student progress, determine strengths, and address weaknesses.

**Person responsible for monitoring outcome:**

Marta Garcia (pr4761@dadeschools.net)

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

Within the Targeted Element of Instructional Practice, our school will focus on the evidence-based strategy of Differentiation. This strategy for effective teaching involves providing different students with targeted lessons to help bridge achievement gaps. Teachers use data to drive instruction so all students can learn effectively. Differentiation will assist in obtaining learning gains from all students especially the L25. Student scores and progress will be reviewed quarterly to ensure progress is being made towards our goal.

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

Differentiation will ensure teachers are using instructional approaches, resources, and strategies that are customized to the student needs. Teachers will monitor progress and make adjustments as needed to ensure student needs are being met. Data from ELA Weekly Assessments, Progress Monitoring, i-Ready, and Mathematics Topic Assessments will be reviewed as it 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.

8/22 - 10/14 - Provide K-5 teachers training on F.A.S.T., i-Ready, and Performance Matters. This includes reports, tools, and resources available through Toolbox and District Pacing Guides. Additionally, the benefits of differentiating instruction in both Reading and Mathematics will be discussed. As a result, teachers will create a data binder.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Provide teachers with best practices on Differentiated Instruction that will strengthen their abilities to target instruction. Faculty will use grouping templates to create DI groups and select targeted area of instruction in order to develop specific lessons. As a result, teachers will have flexible grouping charts for Differentiated Instruction.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Teachers will create differentiated instructional groups based on the results from the F.A.S.T. Assessment, i-Ready AP3 and AP1 Diagnostic, and other data points available (FSA/SAT-10). As a result, teachers will have flexible groups and targeted lessons plans for each.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Implement the "Movers and Shakers" shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 75% or higher on a weekly basis. As a result, teachers will highlight individual students in their classrooms who meet the criteria.

**Person Responsible** Jo Ann Blanco (joannblanco@dadeschools.net)

10/31 - 12/16 - Continue to provide teachers with best practices on Differentiated Instruction that will strengthen their abilities to target instruction. Faculty will use grouping templates to create DI groups and select targeted area of instruction in order to develop specific lessons. As a result, teachers will have flexible grouping charts for Differentiated Instruction.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

10/31 -12/16 - Continue to implement the "Movers and Shakers" shout out program highlighting classes that not only meet the required time on task for i-Ready but also maintain a pass rate of 75% or higher on a weekly basis. As a result, teachers will highlight individual students in their classrooms who meet the criteria.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)



**#3. 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.**

Our 2022 Data Findings indicate an increase in student absences for the 2021-2022 school year. Through our data review, we noticed that the percent of students with 0-5 absences decreased from 61% in 2020-2021 to 36% in 2021-2022. Moreover, there was an increase in the percent of students with 6-10 absences, 11-15 absences, 16-30 absences, and 31+ absences for the 2021-2022 school year. Students with 6-10 absences increased from 14% to 28%. Students with 11-15 absences increased from 10% to 15%. Students with 16-30 absences increased from 14% to 20%. Students with 30+ absences increased from 1% to 3%. After further review, the students with excessive absences include students who were not making adequate progress in their grade level, scored below grade level on state assessments, and did not make learning gains. The School Leadership Team recognized the importance to review and revise our Attendance Initiatives in order to ensure attendance is consistent.

**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, the percent of students with 6-10 absences will decrease by 5 percentage points by June 2023.

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

The Leadership Team will work collaboratively with the school counselor, Community Involvement Specialist, and teachers to identify families who have poor attendance, determine root cause for absences, and develop an action plan to improve daily attendance. The school counselor along with the Mental Health Coordinator from the District and the Mental Health Professional from Nicklaus Children's Hospital will mentor students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will implement a schoolwide attendance plan where the attendance clerk will monitor daily attendance and call families of students who are absent. Once a child is absent 3 times, the Counselor or Student Services Support Specialist will contact families. On a weekly basis, the Leadership Team will discuss attendance trends and make parental contact if necessary.

**Person responsible for monitoring outcome:**

Marta Garcia (pr4761@dadeschools.net)

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

Within the Area of Focus of Positive Culture and Environment, our school will focus on Target Strategic Attendance Initiatives. This strategy involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.**

By implementing Attendance Initiatives, the school will have the resources and tools to improve daily attendance and reduce the number of students with excessive absences and/or truant during the 2022-2023 school year. The attendance plan and initiatives will provide our school with a systematic approach to identify attendance issues, remediate, and reward students.

**Action Steps to Implement**

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

8/22 - 10/14 - Pull daily attendance reports to monitor classes with perfect attendance to address attendance concerns. As a result, teachers and counselors will identify students who may need attendance intervention.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Monitor daily attendance to create a reward system. As a result, quarterly recognize and reward students with perfect attendance in an effort to motivate students to attend school daily and increase our attendance rate.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Maintain and increase daily attendance by personally calling families of students who are absent. As a result, when a child is absent 3 times, the Student Support Services Specialist will call families to provide information on attendance and any resources. Additionally, when a child is absent 5 times, the counselor will meet with families and the school will adhere to the guidelines in the District's Attendance Plan.

**Person Responsible** Melissa Herrero (mherrero@dadeschools.net)

8/22 - 10/14 - The counselor will monitor and analyze attendance reports. As a result, conduct a Home Visit, convene an Attendance Review Committee, and create an Attendance Contract for students who reach 5 absences.

**Person Responsible** Melissa Herrero (mherrero@dadeschools.net)

10/31 - 12/16 - Continue to maintain daily attendance by personally calling families of students who are absent. As a result, when a child is absent 3 times, the Student Support Services Specialist will call families to provide information on attendance and any resources. Additionally, when a child is absent 5 times, the counselor will meet with families and the school will adhere to the guidelines in the District's Attendance Plan.

**Person Responsible** Melissa Herrero (mherrero@dadeschools.net)

10/31 - 12/16 - Monitor daily attendance and provide families with services as needed. As a result, attendance folders will be prepared and maintained documenting efforts from the school in accordance to the District's Attendance Plan.

**Person Responsible** Melissa Herrero (mherrero@dadeschools.net)

**#4. Transformational Leadership specifically relating to Instructional Leadership Team****Area of Focus****Description and Rationale:**

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

Our 2022 Data Findings indicate a decrease among collaboration within grade levels and department chairs in order to improve student achievement for the 2021-2022 school year. Through our data review, there was a decrease in weekly and monthly collaboration from 70% to 57% monthly and from 27% to 18% weekly when compared to 2020-2021. Additionally, 7% of teachers indicated no collaboration with grade levels or peers in order to improve student outcomes. The School Leadership Team recognized the importance to review and create collaborative experiences in order to improve student outcomes.

**Measurable****Outcome:**

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

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided with opportunities to collaborate with colleagues and the Leadership Team through weekly and monthly meetings. Our teachers will be provided with updated resources and information, timely feedback on lesson planning, as well as instructional delivery. The percentage of teachers who collaborate on a weekly basis to improve student outcomes will increase by 5% according to the 2022-2023 School Climate Survey. Progress towards the goal will be measured mid-year via a staff survey.

**Monitoring:**

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

The Leadership Team will provide faculty and staff opportunities to share best practices during faculty meetings. Additionally, the administration will collaborate with grade levels during their planning time and conduct weekly walkthroughs in an effort to provide timely feedback. By incorporating these initiatives, we hope to increase our Commitment to Students.

**Person responsible for monitoring outcome:**

Marta Garcia (pr4761@dadeschools.net)

**Evidence-based Strategy:**

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

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy strategic teacher learning. This partnership within grade levels and the Leadership Team will allow for collaboration among faculty and staff. This promotes strategic teacher teaming, empowers the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so that learning becomes more accessible and effective for students. We hope to increase the feeling of collaboration between teachers and the Instructional Leadership Team.

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

We focused on Instructional Leadership Team to address the need for collaboration among grade levels and curriculum liaisons. The School Climate Survey showed a decrease among collaboration between faculty members and grade levels. By providing time for grade level planning and sharing of best practices by colleagues, our teachers will be able to improve student outcomes and strengthen their commitment to students. This process will impact student achievement and increase learning gains as evidenced by the 2022-2023 State Assessments.

**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.

8/22 - 10/14 Participate in weekly grade level meetings and collaboratively work with teachers to identify the targeted area for effective instruction or guiding principles of learning. As a result, teachers will implement best practices and activities.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 Our ELA, Mathematics, and Science liaisons will provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis. As a result, teachers will be able to implement best practices that were shared during the meetings.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Provide timely feedback to all stakeholders after weekly classroom walkthroughs. As a result, teachers will reflect on instructional practices and make adjustments as needed.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

8/22 - 10/14 - Create a schedule to have administration and members of the Instructional Leadership Team attend weekly grade level meetings to provide feedback and support to teachers. As a result, the teachers will use the feedback and support to deliver engaging lessons.

**Person Responsible** Jo Ann Blanco (joannblanco@dadeschools.net)

10/31 -12/16 - Continue to participate in weekly grade level meetings and collaboratively work with teachers to identify the targeted area for effective instruction or guiding principles of learning. As a result, teachers will implement best practices and activities.

**Person Responsible** Marta Garcia (pr4761@dadeschools.net)

10/31 - 12/16- Our ELA, Mathematics, and Science liaisons will continue to provide informational sessions to each grade level in order to share best practices and resources available to support instruction on a monthly basis. As a result, teachers will be able to implement best practices that were shared during the meetings.

**Person Responsible** Marta Garcia (pr4761@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.

At Royal Palm Elementary, our strengths within School Culture are correlated to the Framework for Effective School Culture. These areas include Relationships, Engaging Learning Environment, Support, Care, and Connections, Physical and Emotional Safety, and Clearly Defined Expectations. Our school creates multiple experiences throughout the school year to engage parents and families. Our Community Involvement Specialist communicates with families offering information and resources to support students. Our teachers have created an environment to engage students, provide ongoing communication and engagement of families, and establish a safe and nurturing learning environment inclusive of positive rules. The administration provides opportunities for Team-Building and Celebrations to ensure our school staff is supported. Moreover, information is provided to all stakeholders through school messenger, Class Dojo, the school website, and Social Media.

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

The stakeholders involved in building a positive school culture and environment are the Principal, the Assistant Principal, Reading Liaison, Mathematics Liaison, Science Liaison, S.T.E.A.M. Liaison, Teacher Leaders, and the Counselor. The Principal's role is to monitor and oversee all the school's initiatives and respond to any stakeholders' concerns. The Assistant Principal assists in ensuring all information and data is shared with all stakeholders. Teacher Leaders and Curriculum Liaisons provide updates, strategies, and feedbacks that will impact all stakeholders. In addition to building stakeholders, we also engage with our community partners to create and promote a positive school culture. The Education Fund and the National Wildlife Federation collaborate with faculty and staff to create engaging lessons and build a strong partnership.