Dr. William A. Chapman Elementary School

2022-23 Schoolwide Improvement Plan

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Dr. William A. Chapman Elementary School

27190 SW 140TH AVE, Homestead, FL 33032

http://wachapman.dadeschools.net/

Demographics

Principal: Tania Burns L

Start Date for this Principal: 8/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (61%) 2017-18: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dr. William A. Chapman Elementary School is to provide an academically enriching, safe, social, and emotional learning environment for all students.

Provide the school's vision statement.

Working collaboratively to promote educational excellence, creativity, and inclusion as we prepare our students to become contributors to the global 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
Di Lella, Gelsys	Assistant Principal	The Assistant Principal serves as instructional leader as she oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the ESE/ESOL/Gifted program at our school. She also coordinates the dates, times, and student enrollment of our school-based extended learning opportunities, and provides documentation to monitor the fidelity of these tutoring programs. The AP assists in sharing the school's vision and mission with all stakeholders. As the Parent Involvement Liaison, the Assistant Principal ensures that various forms of communication are available for our students, staff, and families. The AP oversees and meets regularly with the clerical, custodial, and cafeteria staff. During meetings with the Principal, Administrator's Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Assistant Principal collaborates in the school's decision-making process to ensure that the school's mission and vision aligns with the district's initiatives.
Bradley, Lakeila	Reading Coach	The Primary Reading Coach serves as an instructional leader for grades K-2. They provide curriculum and coaching support to the ELA teachers, identifies students for Tier 2 and Tier 3 reading intervention, monitors iReady for Reading and all ELA progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Reading Coaches collaborate in the school's decision-making process. Common planning time is guided by the coaches to ensure that standards-based lessons are planned and bi-weekly ELA data is analyzed to drive instruction, especially for DI. The Reading Coach engage with teachers, grade level chairs, students, administration, and families to build positive relationships, provide real-time data, and improve students' academic achievement.
Scott, Toi	Reading Coach	The Intermediate Reading Coach serve as instructional leaders in grades 3-5 as they provide curriculum and coaching support to the ELA teachers, identifies students for Tier 2 and Tier 3 reading intervention, monitors iReady for Reading and all ELA progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Reading Coaches collaborate in the school's decision-making process. Common planning time is guided by the coaches to ensure that standards-based lessons are planned and bi-weekly ELA data is analyzed to drive instruction, especially for DI. The Reading Coach engage with teachers, grade level chairs, students, administration, and families to build positive relationships, provide real-time data, and improve students' academic achievement.
Sullivan, Colleen	Math Coach	The Math Coach serves as an instructional leader as she provides curriculum and coaching support to the teachers that teach Math and Science, identifies students for Tier 2 and Tier 3 math intervention, monitors iReady for Math and all Math/Science progress monitoring data. During Common Planning Meetings, Curriculum Council Meetings, and Leadership Team meetings, the Math Coach collaborates in the school's decision making process. Common planning time is guided by the coach to ensure that standards-based lessons are planned and Topic Assessment data is analyzed to drive instruction, especially for DI.

Name	Position Title	Job Duties and Responsibilities
		The Math Coach engages with teachers, grade level chairs, students, administration, and families to build positive relationships, provide real-time data, and improve students' academic achievement.
Burns, Tania	Principal	The Principal ensures that systems and procedures are in place for the safety of the school community and to promote academic success for all students. As an instructional leader, the Principal oversees the curriculum, monitors and analyzes data, conducts teacher observations and walk-throughs along with providing timely feedback, and supervises the personnel at our school. During meetings with the school's Assistant Principal, Principal's Meetings, Curriculum Council Meetings, EESAC, and Leadership Team meetings, the Principal participates in the school's decision-making process to ensure that the school's vision and mission aligns to the district's initiatives. The principal encourages professional development based on the needs of the school to improve school-wide instruction and empowers teacher leaders.

Demographic Information

Principal start date
Tuesday 8/6/2019, Tania Burns L

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

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

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	87	113	67	79	62	60	0	0	0	0	0	0	0	468
Attendance below 90 percent	0	38	13	12	12	9	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	13	3	13	3	0	0	0	0	0	0	0	45
Course failure in Math	0	7	4	0	4	11	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	17	12	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	12	8	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	13	16	21	29	16	0	0	0	0	0	0	0	95
	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	15	13	7	16	12	0	0	0	0	0	0	0	63

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	15	12	6	3	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 7/15/2022

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	73	66	77	73	55	64	0	0	0	0	0	0	0	408
Attendance below 90 percent	19	15	15	13	6	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	9	11	6	7	0	0	0	0	0	0	0	35
Course failure in Math	0	1	5	8	6	14	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	10	48	48	19	31	0	0	0	0	0	0	0	159

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	3	5	10	13	7	11	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	9	13	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	7	1	4	0	0	0	0	0	0	0	13

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	73	66	77	73	55	64	0	0	0	0	0	0	0	408
Attendance below 90 percent	19	15	15	13	6	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	9	11	6	7	0	0	0	0	0	0	0	35
Course failure in Math	0	1	5	8	6	14	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	3	10	48	48	19	31	0	0	0	0	0	0	0	159

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	3	5	10	13	7	11	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	9	13	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	7	1	4	0	0	0	0	0	0	0	13

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	45%	62%	56%				65%	62%	57%
ELA Learning Gains	62%						57%	62%	58%
ELA Lowest 25th Percentile	65%						72%	58%	53%
Math Achievement	60%	58%	50%				71%	69%	63%
Math Learning Gains	78%						50%	66%	62%
Math Lowest 25th Percentile	73%						52%	55%	51%
Science Achievement	34%	64%	59%				59%	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	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	58%	9%
Cohort Comparison		-69%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-67%				

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	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-78%				
05	2022					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
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	33	69	80	47	69	62	32				
ELL	52	56		72	80						
BLK	36	62	68	52	73	65	27				
HSP	60	66		71	84		44				
FRL	44	62	67	60	77	71	35				

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	27	20		29	17		33				
ELL	38	14		31	7		36				
BLK	31	29	40	36	20	15	23				
HSP	47	25		44	19		43				
FRL	36	26	36	38	19	13	29				
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	59	75		70	52		45				
ELL	64	56	64	70	41	38	73				
BLK	62	51	67	67	50	75	50				
HSP	71	64	80	75	50	41	70				
FRL	66	58	72	69	48	52	56				

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	60
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	61
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	64
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

When looking at 2021 FSA data, the data indicates 37% proficiency in ELA, 39% proficiency in Math,and 29% proficiency in Science. The 2022 FSA data indicates 45% proficiency in ELA, 60% proficiencyin Math, and 34% proficiency in Science. The trends in the data indicate an increase of 8 percentagepoints in ELA, 21 percentage points in Math, and 5 percentage points in Science. Specifically, the L25subgroup on the ELA FSA, increased 29 percentage points, from 36% in 2021 to 65% in 2022. The L25subgroup on the Math FSA, increased 60 percentage points, from 13% in 2021 to 73% in 2022. Learning gains on the ELA FSA increased 36 percentage points, from 26% in 2021 to 62% in 2022. Learning gains on the Math FSA increased 59 percentage points, from 19% in 2021 to 78% in 2022.

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

Based on progress monitoring data, the greatest need for improvement is 3rd grade ELA. 3rd grade ELA proficiency decreased from 44% to 31% showing a decrease of 23 percentage points. In addition, 68% of our 3rd graders were below grade level in ELA; and 63% below grade level in Math.

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

Contributing factors include the lack of face-to-face instruction during the primary years due to the global pandemic. In addition, these students were unable to completely benefit from the social and emotional support that they would have received from teachers, counselors, and administration. Actions that will be implemented for students will include a school-wide focus on social emotional learning by way of a partnership with Brain Power Wellness. All parents will be asked to complete SEL Screener for their child, and monthly class guidance lessons will be provided by student services.

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

The data components that showed the most improvement 4th grade Math and ELA. The students in 4th grade showed an increase overall average of 40 percentage points in both subject areas. According to I-Ready data 51% of our 4th graders scored on or above grade level in ELA and 58% scored on or above grade level in Math.

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

Based on the increase in the 2022 ELA and Math scores for 4th grade, we have identified some contributing factors to these improvements. Throughout the year incentives were offered to students who met their iReady minutes and passing rate goals, stakeholders progress monitored students with fidelity, additional interventionists were hired, and the instructional coaches monitored reading intervention and provided teachers with descriptive feedback.
In addition, a targeted focus was placed on differentiated instruction during the Math and Reading instructional blocks, utilizing data driven instruction, implementing standards-based common planning, and providing targeted extended learning opportunities.

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

In support of accelerated learning, we have purposely adopted the school theme for the 2022-2023 school year "accelerating learning from the inside out". This theme is closely allied to our mission at Dr. William A. Chapman Elementary, which is to provide an academically enriching, safe, social and emotional learning environment for all students. We will use the SEL screener submitted by parents at the beginning of the year to accelerate learning by focusing on the social emotional needs of all students.

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 whole group professional development sessions, grade level and content area specific sessions, and job-embedded sessions throughout the 2022-2023 school year based on the IPEGS Standards, Differentiated Instruction, Data-Driven Instruction, and Social and Emotional Learning.

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

To ensure sustainability of improvement we will continue weekly collaborative planning during which time we will use data to drive instruction and create differentiated instruction lessons. Newly implemented B.E.S.T standards are being dissected and used to develop rigorous lessons school- wide. Extended learning opportunities will be provided before and after school tutoring, targeted boot camps, Saturday sessions, and S.T.E.A.M. enrichment (i.e. Legos and Robotics).

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

:

#1. Positive Culture and Environment specifically relating to social and emotional learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on school population, 97% of the students at Dr. William A Chapman Elementary School is on free and reduced lunch. Many of the parents are receiving some form of government assistant. The vast majority of the students come from single family homes. A significant percentage of those students are being raised by multi-generational family members and/or foster care. In addition, In the past three years our students were faced with the challenges presented by a nationwide pandemic. Outside of learning loss, students were faced with compounded outlining factors which created learning gaps in their performance. To that end, the school's leadership team were in agreement that a targeted focus on the social and emotional wellbeing of ALL students will assist in accelerating learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement mindfulness strategies, then the percentage of our students being referred to the office for behavioral assistance will decrease by at least ten percentage points as evidenced by the 2023 School PowerBI reporting system.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	At School Leadership Team meetings, administration will monitor/discuss/record the number of students being referred to the office for negative behaviors with SLT members.
Person responsible for monitoring outcome:	Tania Burns (pr0771@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy, Mindfulness for Students and Staff, is a practice that will provide opportunities to develop leadership skills amongst our internal stakeholders. This practice will engage various internal stakeholders, within their roles, to work collectively to set high expectations for the students. In order to set high expectations for students, high standards must first be set for teachers and staff. As such, team building activities will take place to increase school culture, which in turn, will prompt more involvement and initiative in student-centered, school-wide activities.

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.	If this evidence-based strategy is implemented and sustained, various internal stakeholders will become involved in student-centered, school wide activities, and most importantly, have an impact on our students' learning, academically, socially, and/or emotionally.

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: At bi-weekly faculty meetings Student Services will engage staff in mindful activities entitled Mindful Minute. The rationale is centered around modeling activities that teachers can turn key with students in the classroom.

Person Responsible Tania Burns (pr0771@dadeschools.net)

9/28 - 10/14: Brain Power Wellness, a community partner will provide professional development for selected instructional staff on the implementation of mindful activities for students to promote social and emotional wellness.

Person Responsible Gelsys Di Lella (262344@dadeschools.net)

9/28 - 10/14: Brain Power Wellness, a community partner will provide on-site modeling for selected instructional staff on the implementation of mindful activities for students to promote social and emotional wellness.

Person Responsible Tania Burns (pr0771@dadeschools.net)

9/28 - 10/14: Cloud9world, a community partner will provide on-line mindful activities for students to promote social and emotional wellness. The resource is available for all grades.

Person Responsible Tania Burns (pr0771@dadeschools.net)

10/31 - 12/16: At bi-weekly faculty meetings Student Services will engage staff in mindful activities entitled Mindful Minute. The rationale is centered around modeling activities that teachers can turn key with students in the classroom.

Person Responsible Tania Burns (pr0771@dadeschools.net)

10/31 - 12/16: Cloud9world, a community partner will provide on-line mindful activities for students to promote social and emotional wellness. The resource is available for all grades.

Person Responsible   Tania Burns (pr0771@dadeschools.net)

Person Responsible   Tania Burns (pr0771@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.	When looking at 2021 FSA data, the data indicates 37% proficiency in ELA, 39% proficiency in Math, and 29% proficiency in Science. The 2022 FSA data indicates 45% proficiency in ELA, 60% proficiency in Math, and 34% proficiency in Science. The trends in the data indicate an increase of 8 percentage points in ELA, 21 percentage points in Math, and 5 percentage points in Science. Specifically, the L25 subgroup on the ELA FSA, increased 29 percentage points, from 36% in 2021 to 65% in 2022. The L25 subgroup on the Math FSA, increased 60 percentage points, from 13% in 2021 to 73% in 2022. Learning gains on the ELA FSA increased 36 percentage points, from 26% in 2021 to 62% in 2022. Learning gains on the Math FSA increased 59 percentage points, from 19% in 2021 to 78% in 2022. Differentiation of instruction will ensure that the diverse needs of all students are being met.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, 60% of grade 3-5 ELA students will score at or above grade level, 60% of grade 3-5 Math students will score at or above grade level, and 60% of 5th grade students will score at or above grade level, by the final 2022 - 2023 progress monitoring assessment, sustaining our current student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Differentiation will be monitored through administrative walkthroughs and coaching support. At SLT meetings, administrators and coaches will debrief their findings.
Person responsible for monitoring outcome:	Tania Burns (pr0771@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy, differentiated instruction, will ensure that academic needs are considered and addressed for each student, individually and collectively. Data will be analyzed throughout the school year to develop small group differentiated instruction. Additionally, differentiation, through whole group instruction, will be implemented through the provision of individualized corrective feedback, as well as the differentiation of process (teacher) and product (student). To that end, differentiation will guarantee that instruction is explicit, systematic, and scaffolded, meeting the needs of all learners.

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.

Because the evidence-based strategy, differentiation, will ensure that students' academic needs are analyzed, and addressed, this instructional practice will be critical to student growth. More specifically, developing and implementing small group differentiated instruction will enable student needs to be met individually and collectively through the differentiation of content, process, and/or product. Additionally, because differentiation, through whole group instruction, will also be implemented students will receive quality instruction that will be explicit, systematic, and scaffolded. Hence, this instructional practice is beneficial to meeting the individual and grade level needs of all learners.

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: A professional development, with a focus on differentiation, will be developed and delivered to instructional staff. This professional development will be used to review the basic principles of differentiated instruction.

Person Responsible Tania Burns (pr0771@dadeschools.net)

8/22 - 10/14: The ELA K-5 teachers will work collaboratively with SLT to analyze the students' most current data in order to develop small groups. Differentiated activities will be planned in advance to support targeted implementation.

Person Responsible Lakeila Bradley (286126@dadeschools.net)

8/22 - 10/14: The ELA 3-5 teachers will work collaboratively with the coach to analyze the students' most current data in order to develop small groups. Differentiated activities will be planned in advance to support targeted implementation.

Person Responsible Colleen Sullivan (236285@dadeschools.net)

8/22 - 10/14: The ELA K-5 teachers will plan collaboratively with the coach to select appropriate District based
resources that will support small group differentiated instruction. Differentiated activities will be planned in advance to support targeted implementation.

Person Responsible Lakeila Bradley (286126@dadeschools.net)

10/31 - 12/16: The ELA K-5 teachers will work collaboratively with the literacy coaches to analyze the students' most current data in order to develop targeted differentiated activities during weekly common planning sessions.

Person Responsible Toi Scott (215313@dadeschools.net)

10/31 - 12/16: The Math K-5 teachers will work collaboratively with the math coach to analyze the students' most current data in order to develop targeted differentiated activities during weekly common planning sessions.

Person Responsible   Colleen Sullivan (236285@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When looking at 2021 FSA data, the data indicates 37% proficiency in ELA, 39% proficiency in Math, and 29% proficiency in Science. The 2022 FSA data indicates 45% proficiency in ELA, 60% proficiency in Math, and 34% proficiency in Science. The trends in the data indicate an increase of 8 percentage points in ELA, 21 percentage points in Math, and 5 percentage points in Science. Specifically, the L25 subgroup on the ELA FSA, increased 29 percentage points, from 36% in 2021 to 65% in 2022. The L25 subgroup on the Math FSA, increased 60 percentage points, from 13% in 2021 to 73% in 2022. Learning gains on the ELA FSA increased 36 percentage points, from 26% in 2021 to 62% in 2022. Learning gains on the Math FSA increased 59 percentage points, from 19% in 2021 to 78% in 2022.Collaborative planning was an instrumental factor in causing these increases. Additionally, being that there are both new standards and assessments, as well as, new teachers, collaborative planning will be paramount to maintaining this improvement. Furthermore, this practice will ensure that explicit, systematic, scaffolded, and differentiated instruction will be intentionally planned for on a weekly basis.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-based collaborative planning, 60% of grade 3-5 ELA students will score at or above grade level, 60% of grade 3-5 Math students will score at or above grade level, and 60% of 5th grade students will score at or above grade level, by the final 2022 - 2023 progress monitoring assessment, sustaining our current student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Standards-Based Collaborative planning will be monitored through the implementation of coaching calendars and administrative walkthroughs.
Person responsible for monitoring outcome:	Tania Burns (pr0771@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Our evidence-based strategy being implemented is standards-based collaborative planning. It will provide weekly support to teachers across all content areas and grade levels. These collaborative sessions will focus on planning for rigorous, standards-based lessons, as well as instruction that is explicit, systematic, scaffolded, and differentiated. Additionally, district resources, B.E.S.T standards, and progress monitoring data will be utilized during these standards-based collaborative planning sessions to make instructional decisions.

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.	Providing weekly support to teachers across all content areas and grade levels via standards-based collaborative planning will enable students to demonstrate growth towards grade level mastery. The implementation of explicit, systematic, scaffolded, and differentiated instruction will further support student learning because collective and individual needs will be addressed utilizing the most current progress monitoring data.

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 - 8/26: An ELA collaborative planning schedule, for grades K-5, will be developed ensuring weekly sessions.

Person Responsible	Lakeila Bradley (286126@dadeschools.net)

8/22 - 8/26: A math collaborative planning schedule, for grades K-5, will be developed ensuring weekly sessions.

Person Responsible	Colleen Sullivan (236285@dadeschools.net)

8/22 - 8/26: Pre-planning expectations will be modeled and/or shared with new and existing ELA teachers in grades K-5 to ensure sustainability of planning protocols.

Person Responsible	Lakeila Bradley (286126@dadeschools.net)

8/22 - 8/26: Pre-planning expectations will be modeled and/or shared with new and existing math teachers in grades K-5 to ensure the sustainability of planning protocols.

Person Responsible	Colleen Sullivan (236285@dadeschools.net)

10/31 - 12/16: A shift to include the weekly review of corrective feedback samples for math teachers in grades K-5 will be added to planning protocols.

Person Responsible	Colleen Sullivan (236285@dadeschools.net)

10/31 - 12/16: A shift to include the weekly review of corrective feedback samples for ELA teachers in grades K-5 will be added to planning protocols.

Person Responsible	Toi Scott (215313@dadeschools.net)

#4. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When looking at 2021 FSA data, the data indicates 37% proficiency in ELA, 39% proficiency in Math, and 29% proficiency in Science. The 2022 FSA data indicates 45% proficiency in ELA, 60% proficiency in Math, and 34% proficiency in Science. The trends in the data indicate an increase of 8 percentage points in ELA, 21 percentage points in Math, and 5 percentage points in Science. Specifically, the L25 subgroup on the ELA FSA, increased 29 percentage points, from 36% in 2021 to 65% in 2022. The L25 subgroup on the Math FSA, increased 60 percentage points, from 13% in 2021 to 73% in 2022. Learning gains on the ELA FSA increased 36 percentage points, from 26% in 2021 to 62% in 2022. Learning gains on the Math FSA increased 59 percentage points, from 19% in 2021 to 78% in 2022. Collaborative planning was an instrumental factor in causing these increases. Because of the positive trends in proficiency data, it is of paramount importance that leadership development be built. Our SLT team, recognizes that all internal stakeholders have an impact on our students' learning, academically, socially, and emotionally. For that reason, building leaders and shifting mindsets for internal stakeholders, within their roles, will be essential.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Leadership Development, our internal stakeholders will be provided opportunities to build relationships with students that will in turn impact their learning, academically, socially, and/or emotionally. This will be realized through teachers, office staff, paraprofessionals, and security participating in student-centered, school-wide activities. The percentage of internal stakeholders involved in student centered, school-wide activities will increase by at least 5% during the 2022-2023 school year, as evidenced by activities sign in sheets.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership Development will be monitored through internal surveys where internal stakeholders are able to share their desire to participate in student-centered, schoolwide activities where high expectations are being set.
Person responsible for monitoring outcome:	Tania Burns (pr0771@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	The evidence-based strategy, Setting High Expectations for Students and Staff, is a practice that will provide opportunities to develop leadership skills amongst our internal stakeholders. This practice will engage various internal stakeholders, within their roles, to work collectively to set high expectations for the students. In order to set high expectations for students, high standards must first be set for teachers and staff. As such, team building activities will take place to increase school culture, which in turn, will prompt more involvement and initiative in student-centered, school-wide activities.

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.	If this evidence-based strategy is implemented and sustained, various internal stakeholders will become involved in student-centered, school wide activities, and most importantly, have an impact on our students' learning, academically, socially, and/or emotionally.

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: At bi-weekly faculty meetings Student Services will engage staff in mindful activities entitled Mindful Minute. These activities will promote social and emotional wellness.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

9/28 - 10/14: Brain Power Wellness, a community partner will provide professional development for selected instructional staff on the implementation of mindful activities for students to promote social and emotional wellness. This activity will equip students with needed problem solving skills.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

9/28 - 10/14: Brain Power Wellness, a community partner will provide on-site modeling for selected instructional staff on the implementation of mindful activities for students to promote social and emotional wellness. This activity will equip students with needed problem solving skills.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

9/28 - 10/14: Every Tuesday, a teacher will be spotlighted on all social media platforms, highlighting the value he/she holds within our school community. These activities will increase staff morale.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

10/31 - 12/16: Cloud9World, a community partner will continue to provide on-line mindfulness activities for students to promote social and emotional wellness. The resource is available for all grades.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

10/31 - 12/16: Brain Power Wellness, a community partner will continue to provide on-site modeling for selected instructional staff on the implementation of mindful activities for students to promote social and emotional wellness. This activity will equip students with needed problem solving skills.

Person Responsible	Tania Burns (pr0771@dadeschools.net)

10/31 - 12/16: Every Tuesday, a teacher will be spotlighted on all social media platforms, highlighting the value he/she holds within our school community. These activities will increase staff morale.

Person Responsible	Tania Burns (pr0771@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 Reading Diagnostic 1, taken in September 2021, 17% of grade K students tested into Tier 1. For Reading Diagnostic 2, taken in January 2022, 47% of grade K students tested into Tier 1. This evidences an increase of 30 percentage points. According to Reading Diagnostic 1, taken in September 2021, 13% of grade 1 students tested into Tier 1. For Reading Diagnostic 2, taken in January 2022, 22% of grade 1 students tested into Tier 1. This evidences an increase of 9 percentage points. According to Reading Diagnostic 1, taken in September 2021, 16% of grade 2 students tested into Tier 1. For Reading Diagnostic 2, taken in January 2022, 20% of grade 2 students tested into Tier 1. This evidences an increase of 4 percentage points. The data trends indicate that our critical needs lies in 2nd and 3rd grade. would benefit from Think Alouds enable students to improve their comprehension while reading independently. With this technique, the teacher models the thought process he/she engages in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be be done specifically for every reading standard and/or skill) in order to construct meaning.

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

According to the 2022 FSA, 42% of the 4th graders scored proficiently, which indicates that 58% of the 4th grade students did not perform on grade level. To increase the grade level proficiency not only in this grade, but in 3rd and 5th as well, intentional reading strategies that will promote interaction texts,

metacognition, and comprehension will be implemented. Furthermore, Before, During, and After Reading Strategies is a technique that enables students to become active and strategic readers, promoting metacognition. This is a process that engages students in the use of active reading strategies. Before reading, students preview the text to set a purpose for reading. This purpose can be set based on the genre (poetry, fiction, non-fiction) of the text. This knowledge or purpose is then used to annotate the text while reading. The students annotate (take notes) based on the main characteristics of the genre. Additionally, students utilize vocabulary strategies to determine the meaning of unknown words which will further enhance their understanding. After reading, students dissect the questions and answers carefully, as well as search the text for appropriate evidence if need be.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of Think Alouds, data will indicate a 10 percent increase of K-2 students performing on grade level as evidenced on weekly progress monitoring assessments.

Grades 3-5: Measureable Outcome(s)

With the implementation of Before, During, and After Reading Strategies, at least 51% of 4th grade students will perform on grade level, evidencing an increase of 9% points, on the end-of-the-year F.A.S.T. assessment.

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

This Area of Focus will be monitored through data analysis. Progress monitoring assessment data will be analyzed and this data will be used to drive whole group and small group differentiated instruction. Additionally, student products will be studied during collaborative planning.

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

Bradley, Lakeila, 286126@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. §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?

Fisher and Frey (2015) claim that young students benefit from strategy instruction to better understand challenging texts. As such, strategy instruction must explicit, systematic, and scaffolded. The goal is for before, during, and after reading strategies to become innate, a habitual practice while reading, within our students. Teaching before, during, and after reading strategies, aligns with the District's Comprehensive Evidence-Based Reading Plan because this technique has been designed to support student comprehension within all literature genres. In fact, within the 90-minute reading block, this instructional practice and student strategy will be embedded in whole group, as well as small group differentiated instruction. Additionally, this practice aligns to B.E.S.T. ELA Standards because it encompasses annotations focused on all benchmarks.

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?

Because Before, During, and After Reading Strategies is a technique that enables students to become active and strategic readers, promoting metacognition, it addressed our identified need of increasing grade level proficiency in 4th grade. Effectiveness for the target population will be measured through progress monitoring assessment data as well as student product reviews.

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
8/22 - 10/14: During collaborative planning, the instructional practice will be discussed with the teacher. A plan to embed before, during, and after reading strategies will be developed and evidenced in pre-planning notes. This will ensure alignment of instruction.	Scott, Toi, tscott1@dadeschools.net
8/22 - 10/14: Explicit teacher and student anchor charts delineating "how" this strategy will be used will be developed and shared. The teacher anchor chart will be displayed in the classroom for daily use. Students will place their anchor charts in their reading journals. This will ensure alignment of instruction.	Bradley, Lakeila, 286126@dadeschools.net
8/29 - 10/14: During collaborative planning, the "how" of this instructional practice will be discussed and planned for. This will ensure alignment of instruction.	Bradley, Lakeila, 286126@dadeschools.net
9/12 - 10/14: To follow up on collaborative planning, the coach and teacher will decide on a time where the coach can observe the teacher's instructional delivery and implementation. Corrective feedback will be shared during the following collaborative planning session. This will ensure alignment of instruction.	Bradley, Lakeila, 286126@dadeschools.net
10/31 - 12/16: Explicit teacher and student anchor charts delineating "how" this strategy will be used will be developed and shared. The teacher anchor chart will be displayed in the classroom for daily use. Students will place their anchor charts in their reading journals. This will ensure alignment of instruction.	Scott, Toi, 215313@dadeschools.net
10/31 - 12/16: During collaborative planning, the "how" of this instructional practice will be discussed and planned for. This will ensure alignment of instruction.	Bradley, Lakeila, 286126@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 Physical and Emotional Safety, Engaging Learning Environment, and Support, Care, and Connections. Our school creates an environment that nurtures and promotes inclusivity, diversity, and respect. The school building has recently been branded with bright and appealing colors, encouraging school pride and highlighting our S.T.E.A.M. magnet classification. Expectations and protocols are shared with all of our stakeholders through various communication platforms to ensure that students and parents
not only have access to it, but comprehend the school's plan. In the beginning of the year, the Leadership

Team hosts student orientations to set the expectations, goals, and rules. We implement a School-Wide Discipline Plan that aligns to the Code of Student Conduct. As a result, we have seen a decrease in disruptive behavior and SCAMS. During morning announcements, we highlight character education and recognize our students' successes. We celebrate students and staff attendance, iReady usage and passing rates, Do the Right Thing,
and Student of the Month. Once a month, Teacher Shout Outs are also made during faculty meetings. The counselor is proactive and conducts classroom lessons that focus on SEL activities, core values, and identifies specific students for check-ins. We foster welcoming classroom environments, that have students' work on display, data walls, positive praises or affirmations, and clearly stated classroom management plans. This past year, we welcomed our families into the building virtually to conduct conferences, showcases, and award
ceremonies.

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 members of our School Leadership Team, Teacher Leaders, and Teachers. The Principal creates a positive school culture that promotes learning and engagement for students and staff by setting clear goals and expectations, keeping parents well informed, and develops relationships with all stakeholders. The Assistant Principal ensures that the school culture and environment is guided by the school's vision and mission, collaborates and shares information with stakeholders in a timely manner, and oversees the PLSTs development and facilitation of professional learning. The Instructional Coaches assist in improving collegial collaboration, providing and responding to feedback from stakeholders, and supporting our teachers and students. Our school's Counselor engages with stakeholders helping to maintain a strong school to home connection, develop community partnerships, and assist teachers and staff in integrating social and emotional skills at the school-site. The Teacher Leaders help share the
school's vision by having open communication with teachers in the building, their students' families and actively participating or planning school activities. All of the stakeholders at our school play an important role in building relationships with our students and their families to promote a positive school culture and environment for our school community.