Miami Beach Feinberg/Fisher K 8

2022-23 Schoolwide Improvement Plan

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Miami Beach Feinberg/Fisher K 8

1420 WASHINGTON AVE, Miami Beach, FL 33139

http://fienberg.dadeschools.net

Demographics

Principal: Maria Costa P

Start Date for this Principal: 8/10/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2020-21: (50%) 2018-19: B (61%) 2017-18: A (63%)
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	TS&I
* 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.](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 Miami Beach Fienberg/Fisher K8, in partnership with our families and diverse community, is to develop healthy, civic minded, innovative individuals. It is our goal to empower students to reach their maximum potential and becoming caring, reflective, life-long learners with a balanced international perspective, and sense of social responsibility.

Provide the school's vision statement.

Empowering and nurturing internationally minded life-long learners.

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	
Costa, Maria	Principal		Principal provides strategic direction and support as she oversees the delivery of instruction, monitors student achievement, encourages parental involvement, manages facilities, and provides a common school vision. The principal involves all stakeholders in schoolwide decision-making related to school-based plans and activities, curriculum and instruction, and school operations.
Borrego, Nelson	Assistant Principal		Assistant Principal provides assistance to the principal in managing the school.
Klian, Annie	Math Coach		Math Content Coach provides support to teachers in data-analysis, integration of technology, best practices for instruction, intervention, instructional planning, cross-curricular instruction, professional development, assessment, and Math curriculum resources.
Carrillo, Renee	Science Coach		STEAM and Science Content Coach provides support to teachers in data-analysis, integration of technology, best practices for instruction, cross-curricular instruction, professional development, assessment, instructional planning, Science curriculum resources, and STEAM designation requirements.
Jeanbaptiste, Pierrela	Instructional Coach		International Baccalaureate (IB) Content Coach provides support to teachers in data-analysis, integration of technology, best practices for instruction, cross-curricular instruction, professional development, instructional planning, and Primary Years Programme (PYP)/ Middle Years Programme (MYP) planner projects and reflection. Testing Coordinator manages administration of, operations relating to, and professional development involved in district and state testing for grades K-8.
Fuentes, Georgina	Reading Coach		Reading Content Coach provides support to teachers in data-analysis, integration of technology, best practices for instruction, intervention, cross-curricular instruction, professional development, assessment, and ELA curriculum resources.
Hart, David	Assistant Principal		Assistant Principal provides assistance to the principal in managing the school.

Name	Position Title	Job Duties and Responsibilities	
Pena, Zuleica	Guidance Counselor		School counselor who encourages and supports a positive academic, social, and personal development for students through a comprehensive school counseling program. She collaborates with educators in PreK-8 classrooms to present and integrate the student development curriculum, which includes lessons centered on anti-bullying, mindfulness, and social-emotional learning, to help students achieve the desired competencies appropriate to their developmental level.
Pearson, Philip	Instructional Media		Media Specialist who takes on many delegated tasks from administration, including managing school social media accounts and email groupings, managing and promoting physical and digital libraries, morning announcements, school events and activities relating to literacy, promoting a positive school culture, and school safety directives (i.e. ID cards for staff and students).
Yanes, Veronica	Teacher, ESE		Chair of the ESE and LEA department for exceptional education who takes on all responsibilities relating to ESE screening, requirements, and students.

Demographic Information

Principal start date
Monday 8/10/2015, Maria Costa P

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.*
9

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.*
14

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
760

Identify the number of instructional staff who left the school during the 2021-22 school year.
16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
13

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	71	94	88	96	64	78	93	88	88	0	0	0	0	760
Attendance below 90 percent	0	16	14	4	5	5	11	10	12	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	4	4	0	0	0	0	8
Course failure in ELA	0	0	4	20	2	4	13	4	8	0	0	0	0	55
Course failure in Math	0	1	7	19	6	7	15	14	3	0	0	0	0	72
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	26	21	35	31	32	0	0	0	0	170
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	21	22	41	32	35	0	0	0	0	171
Number of students with a substantial reading deficiency	0	1	24	43	30	25	49	52	40	0	0	0	0	264

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	1	6	26	19	19	35	30	37	0	0	0	0	173

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	1	8	25	1	0	1	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	2	0	0	3	0	0	0	0	0	0	5

Date this data was collected or last updated
Thursday 8/25/2022

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	66	73	70	87	77	77	76	87	86	0	0	0	0	699
Attendance below 90 percent	15	13	11	19	6	15	13	18	19	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	10	7	5	6	8	28	0	0	0	0	64
Course failure in Math	0	0	0	7	2	15	10	16	21	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	18	34	38	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	20	38	31	0	0	0	0	98
Number of students with a substantial reading deficiency	2	20	39	66	26	32	50	49	55	0	0	0	0	339

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	1	0	0	17	1	14	18	29	44	0	0	0	0	124

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	22	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	84	72	88	82	88	87	89	89	0	0	0	0	772
Attendance below 90 percent	18	16	5	8	5	11	11	12	21	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	6	4	14	0	0	0	0	24
Course failure in ELA	0	2	2	19	3	13	3	9	19	0	0	0	0	70
Course failure in Math	0	6	4	24	7	14	14	1	4	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	53	26	33	29	31	46	0	0	0	0	218
Level 1 on 2019 statewide FSA Math assessment	0	0	0	43	26	40	29	32	19	0	0	0	0	189
Number of students with a substantial reading deficiency	0	18	22	58	29	46	51	40	50	0	0	0	0	314

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	4	45	23	32	31	34	40	0	0	0	0	214

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	3	7	25	1	1	0	1	0	0	0	0	0	38
Students retained two or more times	0	0	0	2	0	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%			37%			45%	63%	61%
ELA Learning Gains	55%			57%			59%	61%	59%
ELA Lowest 25th Percentile	39%			52%			51%	57%	54%
Math Achievement	41%			40%			52%	67%	62%
Math Learning Gains	63%			50%			61%	63%	59%
Math Lowest 25th Percentile	58%			49%			56%	56%	52%
Science Achievement	30%			31%			50%	56%	56%
Social Studies Achievement	65%			62%			83%	80%	78%

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

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	60%	-22%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	26%	64%	-38%	58%	-32%
Cohort Comparison		-38%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	60%	-31%	56%	-27%
Cohort Comparison		-26%				
06	2022					
	2019	42%	58%	-16%	54%	-12%
Cohort Comparison		-29%				
07	2022					
	2019	39%	56%	-17%	52%	-13%
Cohort Comparison		-42%				
08	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-39%				

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	33%	67%	-34%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	37%	69%	-32%	64%	-27%
Cohort Comparison		-33%				
05	2022					
	2019	39%	65%	-26%	60%	-21%
Cohort Comparison		-37%				
06	2022					
	2019	51%	58%	-7%	55%	-4%
Cohort Comparison		-39%				
07	2022					
	2019	51%	53%	-2%	54%	-3%
Cohort Comparison		-51%				
08	2022					
	2019	33%	40%	-7%	46%	-13%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	31%	53%	-22%	53%	-22%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-31%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	10%	43%	-33%	48%	-38%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	68%	25%	67%	26%
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	73%	-4%	71%	-2%
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	63%	17%	61%	19%
		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	19	39	43	28	46	46	5	39			
ELL	30	53	42	35	59	58	19	59	87		
BLK	41	58		29	56						
HSP	36	53	41	41	63	60	31	59	97		
WHT	65	70		52	70		29				
FRL	37	54	40	40	63	59	29	64	94		

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	19	60	74	26	50	53	36	45			
ELL	27	52	50	36	49	51	16	53			
BLK	26	58		15	21						
HSP	36	56	50	40	51	49	29	63	71		
WHT	44	60		52	70						
FRL	35	56	52	39	50	50	30	60	72		

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	30	56	56	37	49	46	41	100			
ELL	33	53	48	44	60	55	40	69	87		
BLK	49	51		54	58		72				
HSP	43	60	51	50	61	58	45	81	90		
WHT	57	59		69	59		67				
FRL	44	59	51	50	62	60	48	82	93		

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)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	46
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	54
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

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

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	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

For ELA, schoolwide proficiency increased by 2 percentage points, from 37% in 2021 to 39% in 2022, while learning gains decreased by 2 percentage points, from 57% in 2021 to 55% in 2022.
All ELA Achievement subgroups increased in percentage points.
For ELA Learning Gains, ELL and WHT subgroups increased while SWD, HSP, and FRL subgroups decreased.
All ELA subgroups in Learning Gains L25% decreased except BLK, which grew by 14 percentage points.

For Mathematics, schoolwide proficiency increased by 1 percentage point, from 40% in 2021 to 41% in 2022, while learning gains increased by 13 percentage points, from 50% in 2021 to 63% in 2022.
All Math Achievement subgroups increased except for ELL, which decreased by 1 percentage point.
All Math Learning Gains subgroups increased except for SWD, which decreased by 4 percentage points.
All Math subgroups in Learning Gains L25% increased except for SWD, which decreased by 7 percentage points.

In the area of Science, schoolwide proficiency decreased by 1 percentage point, from 31% in 2021 to 30% in 2022.
For Science Achievement, ELL and HSP subgroups increased. SWD and FRL decreased.

In the area of Social Studies, schoolwide proficiency increased by 3 percentage points, from 62% in 2021 to 65% in 2022.
For Social Studies Achievement, ELL and FRL subgroups increased. SWD and HSP decreased.

All Middle School Acceleration (Algebra & Biology) subgroups showed improvement, with HSP increasing by 26 percentage points and FRL increasing by 22 percentage points.

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

ELA demonstrated the greatest need for improvement. All grade levels need improvement in ELA proficiency as the proficiency percentages range from 18-33%. According to 2022 FSA data, grade 3 at

18% proficiency, grade 8 at 24% proficiency, and grade 7 at 28% proficiency are in most need. Using 2021 and 2022 ELA FSA proficiency data, the grade levels with the largest decreases are grade 3 with a decrease of 8 percentage points and grade 8 with a decrease of 10 percentage points. Grades 4 and 5 had the largest increase by 16 percentage points each. Using 2021 and 2022 ELA FSA learning gains data, grade 6 had the largest decrease by 5 percentage points. The grade level with the largest increase is grade 5, with an increase of 19 percentage points followed by grade 8, with an increase of 10 percentage points.

The SWD subgroup demonstrated the most need for improvement since they decreased in every category other than Math Achievement, which grew by 2 percentage points.

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

A key contributing factor includes the fact that students are entering the intermediate grade levels 2 or more years behind in Reading as demonstrated by the SAT-10 scores. New actions include increasing the focus on grades K-2 for Reading Intervention, with increased support for differentiated instruction. Grades 3-5 will continue targeted intervention to close the achievement gaps.

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

Math and MS Acceleration demonstrated the greatest improvement. Learning gains in mathematics increased by 13 percentage points, from 50% in 2021 to 63% in 2022 while learning gains for the lowest 25% in mathematics increased by 9 percentage points, from 49% in 2021 to 58% in 2022. The ELL subgroup demonstrated the most improvement since they grew in every category other than ELA Learning Gains L25% and Math Achievement.

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

Contributing factors included an increased and systemic emphasis on collaborative data-driven decision-making inclusive of all stakeholders including teachers, coaches, and administration. Various data points were utilized such as i-Ready data, Topic Assessment data, and Mid-Year Assessment data to identify students for additional support as well as targeted skills for remediation. Additional supports included pull-outs during electives/specials, push-in support, before-and-after school tutoring, and Saturday Academy. New actions taken include dedicating grade level collaborative planning sessions to pulling student performance data on district assessments to plan for differentiated instruction, the implementation of push-ins/pull-outs in mathematics, and implementing a systematic, collaborative review of student placement and success in the Algebra 1 Honors course.

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

Strategies will include: extended learning opportunities, differentiated instruction, intervention, collaborative planning, standards-aligned instruction, data-driven instruction, data-driven decision making, modeling, and professional development.

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.

Faculty meetings will include professional development trainings on evidence-based strategies that have proven effective in accelerating learning. Additionally, grade levels will meet to discuss strategies of implementation throughout the school year.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team, such as instructional coaches, will attend to ensure fidelity to the differentiation and data-driven strategies being implemented school-wide that are aligned to school improvement goals. Leadership committees in school pride, discipline, and other areas of need/ interest will continue. Extended Learning opportunities will be provided through Saturday academy, before/ after school tutoring, interventions, and STEAM-based clubs.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 ELA FSA data, proficiency increased by 2 percentage points from 37% in 2021 to 39% in 2022 while learning gains for the lowest 25% in ELA decreased by 13 percentage points, from 39% in 2021 to 52% in 2022. Therefore, improvement in ELA was evidenced in increasing our Tier 1 students however a greater focus is needed in meeting the needs of our Tier 2 and 3 students. In mathematics, learning gains for the lowest 25% increased by 9 percentage points, from 49% in 2021 to 59% in 2022, however proficiency increased only by 1 percentage point from 40% in 2021 to 41% in 2022. Therefore, improvement in mathematics was evidenced with our Tier 2 and 3 students however a greater level of improvement is desired with our bubble students in order to achieve greater gains in proficiency. Thus a focus on data-driven decision-making to continue to strategically target students for additional support and identify skills for both enrichment as well as remediation will support our goals of improving student achievement across all content areas and student groups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By successfully implementing data-driven decision-making in the areas of ELA, Math, Science, and Social Studies, the percent of students achieving proficiency will increase by a minimum of 3 percentage points in each content area, 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 quarterly data chats, adjust student intervention groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review lesson plans for indication of differentiation for students in the lowest 25%. Data analysis of progress monitoring assessments will be utilized during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended day learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Annie Klian (262953@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. Student performance data is used to inform instructional planning and delivery. This systematic approach of instruction uses formative assessment, data analysis, and actions such as differentiation to meet students' needs.

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.	Data-driven decision-making will be the specific evidence-based strategy being targeted to ensure fidelity with adjusting instruction to best meet the needs of student learners as well as to strategically target students for additional support and identify skills for both enrichment as well as remediation.

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.

08/22 - 10/14 (ongoing) : The Leadership Team will monitor the timely implementation of standards-based district assessments in ELA, Science, Mathematics, and Civics, such as the F.AS.T., i-Ready AP1 and AP2 Diagnostic Assessments, District Topic Assessments, Reading Wonders/Horizons Assessments, Science District Assessments, and other progress monitoring assessments, as applicable. As a result, teachers will have access to timely data for which to plan for remediation and enrichment.

Person Responsible   David Hart (189497@dadeschools.net)

08/22 - 10/14 (ongoing) : Instructional coaches will facilitate co-planning sessions to work with teachers to analyze and interpret their data, create flexible student groupings, identify targeted areas of focus for remediation and enrichment, and assist in pulling small groups for differentiation. As a result, teachers will address student learning needs by planning for and implementing differentiated instruction.

Person Responsible   Annie Klian (262953@dadeschools.net)

08/22 - 10/14 (ongoing) : Teachers will utilize standards-aligned assessment data, such as the F.AS.T., i-Ready AP1 and AP2 Diagnostic Assessments, District Topic Assessments, Wonders Unit-based Weekly Assessments for K-5, Reading Inventories from the Read 180/ System 44 intervention program for 6-8, Horizons Diagnostic for phonics and phonemic awareness for K-5, Savvas Selection Tests for 6-8, i-Ready Reading Diagnostic assessment data for K-8, and F.A.S.T. assessment data to determine and address deficiencies based on student need. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible   Annie Klian (262953@dadeschools.net)

08/22 - 10/14 (ongoing) : Collaborative data chats will be conducted quarterly and as needed between teachers, instructional coaches, and administration to review F.A.S.T, i-Ready, Topic Assessment, and Reading Weekly/Bi-Weekly Assessment data. Data chats will focus on current performance and provided interventions to better address the areas of need for each student. As a result, interventions can be adjusted based on student growth and evidence can be gathered regarding their progress.

Person Responsible   Maria Costa (pr0761@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Attendance is a vital contributor to student growth and performance since absence leads to missing lessons, assessments, and academic interventions. Between the 2020-21 school year and the 2021-2022 school year, there was a 10 percent decrease, from 42% to 32%, of students who have 5 or less absences. This demonstrates an increase in the number of students with 6 or more absences and that a majority of the student population has 6 or more absences. In the 2021-2022 school year, 29% of students had 6-10 absences, 18% of students had 11-15 absences, 17% of students had 16-30 absences, and 4% of students had 31 or more absences.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we implement strategic attendance initiatives with fidelity, the percent of students with 5 or less absences will increase by at least 8 percentage points from the 2021-2022 to the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will check the attendance bulletin sent out daily to check for errors in the attendance records and report necessary changes to the office staff. Excused and unexcused absences will be documented in a timely manner. The Attendance Committee will closely monitor and report student absences and call parents. The committee will also document absences, conduct home visits, and administer counseling and referrals to outside agencies as needed. The Attendance Committee will coordinate with the Incentives Committee and PTA to provide quarterly incentives for students with perfect attendance.
Person responsible for monitoring outcome:	David Hart (189497@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategic Attendance Initiatives involve 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.
Rationale for Evidence-based Strategy: Explain the	Attendance Initiatives need to be strategic in order to identify students with attendance issues and implement measures to communicate with all stakeholders and help. Additionally, Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

rationale for selecting this specific strategy. 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.

08/22 - 08/24 : Teachers will be given a survey in order to volunteer as members or teacher-leaders for School Leadership Committees, including the Attendance Committee. The Attendance Committee will be created in order to monitor attendance, implement attendance interventions, and provide incentives for students with perfect attendance in preK-8th grade. As a result, the input and perspective of multiple stakeholders will be included when determining attendance initiatives.

Person Responsible   David Hart (189497@dadeschools.net)

08/24 - 08/31 : The Attendance Committee will create an action plan that includes monitoring individual grade levels to identify students with attendance issues, having systematic interventions to help decrease attendance issues, and planning for attendance incentives. As a result, there will be a systematic approach inclusive of both interventions and incentives to improve student attendance.

Person Responsible   David Hart (189497@dadeschools.net)

08/22 - 10/14 (ongoing) : A school-wide attendance bulletin will be posted in the main office and distributed to teachers electronically daily. Teachers will check the attendance bulletin to match it with their gradebook and send any corrections to the main office. As a result, student attendance data will remain up-to-date and accurate.

Person Responsible   David Hart (189497@dadeschools.net)

08/22 - 10/14 (ongoing) : If a student has 3 or more absences, their homeroom teacher will contact the parent. The Attendance Committee will follow-up with teachers in order to ensure the timeliness of parent communication. As a result, parental involvement with improving student attendance will be encouraged by keeping parents fully informed of student absences.

Person Responsible   David Hart (189497@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Staff Survey results, 83% of teachers agreed that there are sufficient resources (funds, books, etc.) yet the academic data shows that for the 2022 ELA FSA, there was a 2 percentage point decrease in learning gains, from 57% in 2021 to 55% in 2022. In addition, proficiency for Science Achievement decreased by 1 percentage point, from 31% in 2021 to 30% in 2022. Lastly, for the 2022 Math FSA, proficiency increased only by 1 percentage point from 40% in 2021 to 41% in 2022. Therefore, although sufficient resources were provided to support instruction, there is a need to optimize the effective use of all available resources to improve student learning and increase student proficiency on the 2022-2023 State Assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we optimize the use of instructional and assessment resources to meet student needs and improve student learning, the percent of students achieving proficiency in ELA, Math, Science, and Social Studies will increase by a minimum of 3 percentage points in each content area, 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 monitor teacher participation in district-sponsored trainings of the new textbook resources in ELA and mathematics. The Leadership Team will ensure teachers are effectively utilizing state and district provided resources on the B.E.S.T. standards when designing lessons and planning for differentiated instruction during classroom walk-throughs. Additionally, the Leadership Team will monitor the impact of the effective utilization of resources on student learning by analyzing data from state and district progress monitoring assessments.
Person responsible for monitoring outcome:	Maria Costa (pr0761@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Using Resources effectively requires optimizing the use of resources to improve student learning. In order to optimize resources, determine if existing resources can be reallocated to better support student and teacher needs, analyze data to determine whether resources benefit students and justify the cost, and ensure that resources align with the school's goals.

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.	Given the transition to the new B.E.S.T. standards and adoption of new textbook resources, there is a need to optimize the use of these resources to improve student learning and meet student needs in order to increase student achievement.

Action Steps to Implement

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

08/22 - 08/26: Distribution of 1:1 student devices for students whose parents completed the Mobile Device Agreements will be completed within the first full week of school to ensure students have access to technology programs and resources. As a result, teachers will be able to incorporate technology resources into instruction since students were provided access to technology.

Person Responsible	Annie Klian (262953@dadeschools.net)

08/22 - 10/14 (ongoing) : The Leadership Team will monitor teacher participation in district-sponsored trainings of the B.E.S.T standards and new textbook resources in ELA and mathematics. As a result, teachers will be knowledgeable of the new resources available and how to best utilize them to meet students' needs.

Person Responsible	Pierrela Jeanbaptiste (pierrelaj@dadeschools.net)

08/22 - 10/14 (ongoing) : Instructional coaches will co-plan with teachers to effectively utilize state and district provided resources on the B.E.S.T. standards when designing lessons and planning for differentiated instruction. As a result, teachers will optimize the use of state and district resources in order to meet the needs of all student learners.

Person Responsible	Annie Klian (262953@dadeschools.net)

08/22 - 10/14 (ongoing) : The Leadership Team will monitor the effective utilization of resources to impact student learning by analyzing multiple data sources, such as: the F.A.S.T. Assessments, i-Ready Diagnostic Assessments, Topic Assessments, Reading Wonders/Horizons Assessments, Science District Assessments, and other progress monitoring assessments as applicable. As a result, the Leadership Team will ensure that teachers are optimizing the use of state and district resources to improve student learning.

Person Responsible	Maria Costa (pr0761@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A comparison of the 2021 and 2022 FSA data indicates that the Students with Disabilities (SWD) subgroup increased by 2 percentage points, from 26% in 2021 to 28% in 2022, in Mathematics and maintained 19% proficiency in ELA. In addition, learning gains for SWD students decreased by 21 percentage points in ELA, from 60% in 2021 to 39% in 2022 and decreased by 4 percentage points in mathematics, from 50% in 2021 to 46% in 2022. Based on the data, we will focus on the Universal Design for Learning (UDL) to improve student outcomes by reducing barriers in instruction, providing appropriate accommodations, supports, and challenges, and maintaining high achievement expectations for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By successfully implementing the Universal Design for Learning (UDL), the percent of SWD students achieving proficiency will increase by a minimum of 2 percentage points in 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 monitor the successful implementation of the Universal Design for Learning (UDL) by reviewing the district collaboration logs, the Behavior Intervention Plans, and progress monitoring data such as F.A.S.T. and i-Ready.
Person responsible for monitoring outcome:	Veronica Yanes (vrod06@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Universal Design for Learning (UDL) is a scientifically valid framework for guiding educational practice that provides flexibility in how information is presented, in how students respond or demonstrate knowledge and skills, and in how students are engaged. It reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are Limited English Proficient.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The effective implementation of the Universal Design of Learning (UDL) will ensure that teachers will meet the needs of SWD students by providing flexibility in how information is presented, providing appropriate accommodations and supports to overcome barriers and maintain high achievement expectations for students. These practices will improve learning outcomes for our SWD students and therefore increase student proficiency in ELA and mathematics.

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.

08/22 - 10/14 (ongoing) : Self-contained and inclusion teachers will review student IEP goals to complete collaboration logs on a weekly basis. As a result, they are able to consistently monitor student progress with their IEP goals in academic subject areas.

Person Responsible	Veronica Yanes (vrod06@dadeschools.net)

08/22 - 10/14 (ongoing) : Teachers will customize instruction in order to support students' barriers and provide accommodations based on Individualized Education Plans. Student work samples will reflect accommodations provided. As a result, students will receive accommodations during instruction to address their learning needs, as specified on their Individualized Education Plans.

Person Responsible	Veronica Yanes (vrod06@dadeschools.net)

08/22 - 10/14 (ongoing) : ESE teachers will push-in to inclusion classes on a weekly basis to provide small group DI support to K-8 students with an IEP. As a result, ESE students will be supported in core subject areas.

Person Responsible	Veronica Yanes (vrod06@dadeschools.net)

08/22 - 10/14 (ongoing) : Teachers will communicate with parents on a weekly basis utilizing a variety of communication methods to discuss student goals and progress on academics and behavior, as evidenced by parent communication logs. As a result, parent and teacher collaboration will facilitate student growth.

Person Responsible	Veronica Yanes (vrod06@dadeschools.net)

RAISE

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on 2021-2022 SAT-10 assessment data, the school-wide median percentile was 39. Kindergarten scored a median percentile of 65, 1st grade scored a median percentile of 13, and 2nd grade scored a median percentile of 19. 1st and 2nd grade demonstrated the most need for improvement since the majority of the students scored in the lowest 25th percentile. For the 2022-2023 school year, there will be a focus on differentiated instruction to ensure that students are given appropriate interventions and support to facilitate proficiency in ELA grade-level benchmarks.

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

Based on 2021-2022 FSA assessment data, approximately 38% of 3-8th grade students scored at a level 3 or above. In 3rd-5th grade, 4th grade was the only grade level in which more than 50% of students scored a level 3 or above on the most recent state assessment for ELA. The percentage of students demonstrating proficiency in each grade level are as follows: 24% of 3rd grade students, 52% of 4th grade students, 42% of 5th grade students. Differentiated instruction and progress monitoring will help ensure students are mastering the appropriate grade-level benchmarks in ELA during the 2022-2023 school year. This strategy was identified due to the transition to B.E.S.T. standards in ELA, along with the adoption of new instructional materials in the previous school year.

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)

By successfully implementing differentiation in ELA, we expect that at least 38% of K-2 students will score at grade-level or above in the 2022-2023 state assessments at the end of the school year.

Grades 3-5: Measureable Outcome(s)

By successfully implementing differentiated instruction in ELA, we expect that the percent of students achieving proficiency on the 2022-2023 State Assessments will increase by at least 3 percentage points, from 39% in the 2021-2022 school year to 42% in the 2022-2023 school year.

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.

Instructional coaches, interventionists and paraprofessionals will provide consistent support to teachers for intervention and DI.
Instructional coaches and teachers will analyze progress monitoring data to track student growth and inform instructional planning, meet regularly during grade-level/ department meetings to identify and create an intervention plan for at risk students, and conduct data chats and retention prevention meetings between all stakeholders.
Teacher lesson plans will include DI instruction. Teachers will identify differentiated student groups and utilize appropriate differentiated resources.

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

Fuentes, Georgina, 320491@dadeschools.net

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Classroom teachers will implement Differentiated Instruction (DI) in their classrooms. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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?

With a diverse student population, differentiated instruction is essential in meeting students' academic needs and providing the remediation necessary to help close learning gaps, as well as the enrichment needed to promote growth for students who are on grade level. Targeting student needs and utilizing data to plan for DI will increase overall proficiency in ELA. Teachers will use data and strategies learned during professional development in their instructional planning and delivery in order to effectively implement differentiation strategies that will promote all students' learning and growth in ELA.

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
08/22 - 9/9 : Teachers will create flexible student groupings based on formal and informal formative assessment data in order to address standards-based instructional needs. Evidenced-based teaching tools will target Tier 2 & 3 students in grades K-5. As a result, teachers will have student groups that reflect DI instruction.	Fuentes, Georgina, 320491@dadeschools.net
08/29 - 09/14 : The Academic Recovery Literacy Coach will provide training to teachers, paraprofessionals and student aides from Middle School in differentiated instruction strategies for ELA. As a result, resources and methods from the Horizons intervention program and Wonders ELA curriculum will be utilized effectively across all K-5 classrooms.	Fuentes, Georgina, 320491@dadeschools.net
08/22 - 10/14 (ongoing) : Paraprofessionals and Middle School student aides will be scheduled to provide push-in support to K-5 teachers and students during Tier 2 & 3 Intervention and/ or the Reading/ ELA instructional block. As a result, teachers will be better able to implement meaningful DI and small group instruction.	Fuentes, Georgina, 320491@dadeschools.net
08/22 - 10/14 (ongoing) : The Academic Recovery Literacy Coach will collaborate with and support teachers in both analyzing student data and planning for differentiated instruction. As a result, teachers will have appropriate resources and lesson plans that reflect DI instruction.	Fuentes, Georgina, 320491@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.

According to the School Climate survey administered to staff, our school's strengths within School Culture are Safety & Order, Leadership & Relationships, as well as Resources & Support Systems. In the School Climate survey administered to students, our school's strength primary strength is Leadership & Relationships. Our students are supported through socio-emotional learning programs implemented by our school counselor to grade levels, small groups, and individual students. We include all stakeholders in our decision-making and planning. Staff are provided opportunities to take part in teambuilding activities and social seminars where we come together to celebrate success. Students are celebrated through award ceremonies and participation in school events to reward student academic performance, attendance, and demonstrations of positive character. We will continue to improve in celebrating successes of students and faculty, as well as increasing opportunities for collaborative planning and professional development.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselors (our school Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale-boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring that all information is shared with stakeholders in a timely manner. Teacher Leaders and Instructional Coaches assist in providing and responding to feedback from stakeholders and providing support to classroom teachers. The school counselor will encourage and support positive academic, social, and personal development for students through a comprehensive school counseling program. The school counselor will also collaborate with educators in PreK-8 classrooms to present and integrate the student development curriculum, which includes lessons centered on anti-bullying, mindfulness, and social-emotional learning, to help students achieve the desired competencies appropriate to their developmental level. All stakeholders are responsible for making specific efforts to connect the school and community.