Oceanway School

2020-21 Schoolwide Improvement Plan

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Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

http://www.duvalschools.org/oceanwayschool

Demographics

Principal: Elizabeth Stansel

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: C (46%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Duval 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	78%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Oceanway Middle School's mission is to prepare all students for success in rigorous high school courses – and, ultimately, for all students to graduate and proceed to college or technical training.

Provide the school's vision statement.

Our vision is to put into action through social-emotional programs and a focus on continuous instructional improvement, experiences to elevate our students' literacy, numeracy, and social competencies, and a commitment to build stakeholder value by making Oceanway an A-rated, comprehensive middle school.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Kristansen, Emily	Principal	Leads all instruction and operational initiatives of school.
Harris, Trenton	Assistant Principal	
Cooper, Mary	Assistant Principal	
Boehm, Rebecca	Teacher, K-12	

Demographic Information

Principal start date
Friday 7/1/2016, Elizabeth Stansel

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 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.*
15

Total number of teacher positions allocated to the school
29

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 6/18/2020

Prior Year - As Reported

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	0	0	0	0	0	0	375	352	344	0	0	0	0	1071
Attendance below 90 percent	0	0	0	0	0	0	69	53	23	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	12	19	27	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	0	10	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	31	55	55	0	0	0	0	141

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	44	54	51	0	0	0	0	149

The number of students identified as retainees:

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

Prior Year - Updated

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	0	0	0	0	0	0	375	352	344	0	0	0	0	1071
Attendance below 90 percent	0	0	0	0	0	0	69	53	23	0	0	0	0	145
One or more suspensions	0	0	0	0	0	0	12	19	27	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	0	10	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	31	55	55	0	0	0	0	141

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	
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The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	43%	54%	36%	41%	52%
ELA Learning Gains	46%	49%	54%	45%	48%	54%
ELA Lowest 25th Percentile	41%	45%	47%	42%	43%	44%
Math Achievement	52%	49%	58%	40%	44%	56%
Math Learning Gains	53%	50%	57%	48%	49%	57%
Math Lowest 25th Percentile	51%	47%	51%	43%	46%	50%
Science Achievement	42%	44%	51%	45%	45%	50%
Social Studies Achievement	67%	68%	72%	51%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
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**
06	2019	42%	47%	-5%	54%	-12%
	2018	46%	44%	2%	52%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	38%	44%	-6%	52%	-14%
	2018	34%	41%	-7%	51%	-17%
Same Grade Comparison		4%				
Cohort Comparison		-8%				
08	2019	44%	49%	-5%	56%	-12%
	2018	46%	51%	-5%	58%	-12%
Same Grade Comparison		-2%				
Cohort Comparison		10%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	47%	51%	-4%	55%	-8%
	2018	43%	42%	1%	52%	-9%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	43%	47%	-4%	54%	-11%
	2018	48%	50%	-2%	54%	-6%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2019	40%	32%	8%	46%	-6%
	2018	20%	31%	-11%	45%	-25%
Same Grade Comparison		20%				
Cohort Comparison		-8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	31%	40%	-9%	48%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	44%	-2%	50%	-8%
Same Grade Comparison	-11%					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	67%	31%	67%	31%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	69%	-2%	71%	-4%
2018	98%	84%	14%	71%	27%
Compare	-31%				

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	57%	31%	61%	27%
2018	77%	61%	16%	62%	15%
Compare	11%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	57%	-57%
2018	92%	57%	35%	56%	36%
Compare	-92%				

Subgroup Data

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	16	32	29	23	40	43	18	45	50		
ELL	24	39	36	57	63						

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
ASN	53	67		94	73						
BLK	35	44	42	40	46	45	31	62	85		
HSP	54	51	42	60	65	75	46	82	89		
MUL	38	44		58	57	55	25	56			
WHT	43	46	38	55	54	53	48	69	84		
FRL	39	44	37	46	51	49	41	66	87		

2018 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 2016-17	C & C Accel 2016-17
SWD	13	36	30	22	40	30	10				
ELL	24	59	55	43	68						
ASN	50	65		75	58						
BLK	36	47	47	36	44	48	29	89	77		
HSP	52	61	52	56	51	50	52		75		
MUL	55	60		53	48		60				
WHT	44	50	40	46	46	35	46	88	79		
FRL	39	48	41	40	44	41	35	90	78		

2017 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 2015-16	C & C Accel 2015-16
SWD	9	30	31	15	40	40	12	25			
ELL	13	21		44	40						
ASN	57	50		78	68		80		100		
BLK	28	41	42	32	44	38	30	55	72		
HSP	36	41	27	36	51	39	33	54			
MUL	26	27		42	41			58			
WHT	41	49	44	42	50	47	55	47	64		
FRL	31	44	41	31	45	42	38	46	55		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
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	40
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	43
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	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
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	63
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

All questions need to be completed

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

-

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

-

Which data component showed the most improvement? What new actions did your school take in this area?

-

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

-

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. -
2.

3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Oceanway Middle School's Area of Focus for the 2020-21 school year is to create a model Positive Behavior Intervention and Support System with a token economy to Increase positive behaviors while decreasing the number of referrals throughout all grade levels. By establishing a PBIS program with a focus on a positive classroom and school environment, we will improve both academic achievement and the social-emotional needs of all students including those with disabilities. When looking at the data through the end of the third quarter for the past two school years, there was a 100% increase in the number of referrals with almost a third in the area of 104- tardiness and 108-unauthorized absences. The data shows a critical need for a PBIS plan focused on improving the social culture and behavioral classroom climate in an effort to improve student attendance and academic performance.
Measurable Outcome:	The 2019-2020 school year data reflects a large number of unauthorized absences and tardiness referrals. Based on this data, Oceanway Middle School will decrease our 104 - tardiness and 108-unauthorized absence referrals by 50% for the the 2020-21 school year.
Person responsible for monitoring outcome:	Mary Cooper (cooperm3@duvalschools.org)
Evidence-based Strategy:	Oceanway Middle School will implement a model PBIS program focused on building student accountability while decreasing our tardy and attendance referrals. Included in our PBIS implementation plan this year is an Attendance Awareness Campaign. A data wall will be displayed in a prominent area/hallway focusing on classroom competitions including best and most improved attendance for the month. A token economy will be put in place and student incentives/school store will be available for positive behaviors including daily attendance and arriving to class on time.
Rationale for Evidence-based Strategy:	When students are continuously tardy, teachers must continually restart instruction or delay the start of class. Tardiness interrupts the learning of others leading to more behavior problems and missed instruction. According to the American School Counselor Association, research shows that missing 10% of school negatively affects a student's academic performance. By middle and high school, chronic absence is a leading warning sign of student drop out. By implementing a PBIS plan concentrated on school data and a student token economy, our school community will focus their work on creating an environment centered around building relationships, student accountability and academic progress.

Action Steps to Implement

- Establish a PBIS team and plan

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

-Identify students with early warning signs

Person Responsible	Robert Bledsoe (bledsoer@duvalschools.org)

Place signage of our 5 essential expectations throughout the hallways and common areas

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

Create token economy and school store

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

- Provide explicit instruction of expected transition behavior

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

-Provide active adult supervision of students in common areas and hallways during transition times

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

- Provide consistent consequences for tardiness/unexcused absences

Person Responsible	Robert Bledsoe (bledsoer@duvalschools.org)

- Proactively acknowledge appropriate behavior

Person Responsible	Robert Bledsoe (bledsoer@duvalschools.org)

- Provide students who are present/on time to class with the opportunity to earn a reward/school store visit.

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

- Conduct monthly PBIS team meetings to review data and provide student interventions where needed.

Person Responsible	Mary Cooper (cooperm3@duvalschools.org)

- Review discipline data quarterly with faculty and staff.

Person Responsible	Robert Bledsoe (bledsoer@duvalschools.org)

- Update data wall monthly with new information.

Person Responsible	Robert Bledsoe (bledsoer@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Every student should have access to grade-appropriate assignments that are standards aligned. Upon the review of the Standards Based School Continuum document, the administrative team will need to move from moderate to good in each category to good/ strong on the rubric. Upon the review of the Standards Based School Continuum rubric and SWT dashboard results, PLCs will focus on developing standard based tasks, standards based assessment, and between good and strong in aligned observations.
Measurable Outcome:	Using the Standards-Based School Continuum as a quarterly point of self-reflection: 1) The administrative team will move from moderate to strong in Calibrated Administration. 2) The admin team will move from moderate to moderate to strong in Collaborative Administration. 3) The admin team will move from weak to good in Aligned Observations. Using the Standards Walk-through Dashboard: 1) By December 2020, we will see a significant (move from 0.2 to 0.8) increase in the "Determines Mastery" factor. 2) By December 2020, we will see a significant (move from 0.3 to 1.3) in the "Student Task Alignment" factor. 3) By December 2020, we will see a significant (move from 0.7 to 1.5) in the "Learning Arc Alignment" factor.
Person responsible for monitoring outcome:	Emily Kristansen (kristansee@duvalschools.org)
Evidence-based Strategy:	Administration will collaborate with teachers to develop stronger standards-aligned student learning tasks.
Rationale for Evidence-based Strategy:	According to "The Opportunity Myth" by TNTP, recommendations were made to include rigorous, standard based aligned instruction that is consistent through whole-school collaboration. All students should be exposed to rigorous standard-aligned tasks in every classroom no matter who the teacher or the student is.

Action Steps to Implement

Walkthrough data are analyzed, interpreted, and used to regularly monitor progress toward measurable outcomes.
1) The administrative team will conduct five standards based walk-throughs per week. We will use the district tool as a team to ensure we are calibrated to provide consistent feedback.
2) The admin team will debrief in our afternoon meeting and discuss the dashboard data.

Person Responsible Emily Kristansen (kristansee@duvalschools.org)

The instructional leadership team will reread and review excerpts of Learning by Doing (DuFour, DuFour, Eaker and Many):
Chapter 3 - Creating a Focus on Learning
Chapter 5 - Building the Collaborative Culture of a PLC
Chapter 7 - Using Relevant Information to Improve Results

The instructional leadership team will reflect and prioritize each subject area's needs based on the recommendations in above excerpts.

Person Responsible	[no one identified]

PLCs will meet biweekly and focus their time on completing the Learning Arc Construction Framework.

Admin will support common planning paying specific attention to steps 5-7 of the framework. Specific support and attention will be paid to the following:
o What must students know and be able to do to show mastery of the standard? (student task alignment)
o How will we know when they learned it? (determines mastery/assessment)

Person Responsible	Emily Kristansen (kristansee@duvalschools.org)

Teachers will bring samples of the standard aligned tasks to review in PLCs (every other PLC) to ensure consistent grading practices and expectations of standards/learning target mastery.

Person Responsible	Emily Kristansen (kristansee@duvalschools.org)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:

Measurable Outcome:	Teachers will be provided high quality, practical feedback using the "Walkthrough Reflection" form at least once per month.
Person responsible for monitoring outcome:	Emily Kristansen (kristansee@duvalschools.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Develop a walkthrough feedback form that reflects efforts to increase student access to standards-aligned instruction and tasks.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Needs to be completed

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.