

Brevard Public Schools

Pinecrest Academy Space Coast



2020-21 Schoolwide Improvement Plan

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Pinecrest Academy Space Coast

7550 STADIUM PARKWAY, Viera, FL 32940

www.pinecrestspacecoast.com

Demographics

Principal: Sylvia Mijuskovic M

Start Date for this Principal: 2/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Brevard County School Board on 11/10/2020.

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)
Combination School KG-8	No	12%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	38%

School Grades History

Year

Grade

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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.

Offering children a state-of-the-art education focusing on a rigorous curriculum with an emphasis on STEM (Science, Technology, Engineering and Mathematics) disciplines enhanced by a Spanish dual language program that will create biliterate citizens.

Provide the school's vision statement.

"Creating biliterate thinkers to succeed in a global community."

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
Mijuskovic, Sylvia	Principal	As the sole administrator in the building, Ms. Mijuskovic oversees the entire operations of the school including personnel, budget, curriculum and facilities. She is also the main contact to parents and the liaison to the community.

Demographic Information

Principal start date

Saturday 2/1/2020, Sylvia Mijuskovic M

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.*

0

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.*

0

Total number of teacher positions allocated to the school

20

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8

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Year	
Support Tier	
ESSA Status	
* 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	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	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	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	
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

Tuesday 9/15/2020

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

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	0%	65%	61%	0%	67%	57%
ELA Learning Gains	0%	58%	59%	0%	60%	57%
ELA Lowest 25th Percentile	0%	54%	54%	0%	53%	51%
Math Achievement	0%	67%	62%	0%	63%	58%
Math Learning Gains	0%	62%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	59%	52%	0%	55%	50%
Science Achievement	0%	62%	56%	0%	62%	53%
Social Studies Achievement	0%	80%	78%	0%	82%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
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					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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

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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

The lowest performance area from school wide data was in math learning gains where only 58% of student demonstrated learning gains. This could be contributed to the already high performing scores in the proficiency component which was 78%. This data is indicative in the need for rigor. Students in levels 3 or above must continue to show gains and not just reach proficiency. I-Ready data for quarter one is showing similar trends. In Math, 50% of the students were demonstrating on grade level performance. A comparison with quarter 2 administration will be conducted to determine learning gains.

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

As a newly opened school this year, there is no data available to address this area. However, as I-Ready data is tracked and analyzed against the most recent test scores, more than half of the students are performing at an FSA level 3 or above with 72% performing at FSA level 2 or above in ELA. In math, 37 % of students are performing at an FSA level of 3 or above and 50% at 2 or above.

Additionally, further review shows that the largest number of students showing deficiencies are only one year behind in both ELA and Math. Given the lack of structured instruction during the 2019 school year as a result of the pandemic, this data looks very promising.

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.

Pinecrest Academy Space Coast data surpassed the state average in all areas.

I-Ready data indicates that the higher the grade level, the more significant the gaps. Deeper analysis of the data also indicates that struggling students are either ESE and/or have had poor test scores in the past.

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

As a newly opened school this year, there is no data available to address this area.

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

Without having access to this data, a clear potential of concern for some of our struggling students in attendance and students with disabilities.

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

1. Standards Based Instruction
2. Higher Order Thinking
3. Bilingual/Dual Language Education
4. Project Based Learning
5. Instructional Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	As a new school, it is imperative that all personnel be focused on the importance of standards-based instruction as this will lay a foundation to access valid data to help drive future improvements.
Description and Rationale:	
Measurable Outcome:	Given an emphasis on standards-based instruction, students in grades 3-8 will demonstrate proficiency in all tested content areas (Math, ELA, Science, Social Studies) as evidenced by 70% of the students achieving a level 3 or above on the FCAT/EOC/FSA state assessments.
Person responsible for monitoring outcome:	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)
Evidence-based Strategy:	FLDOE has placed an emphasis on standards-based instruction for the past five years and test scores have steadily increased.
Rationale for Evidence-based Strategy:	Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard.

Action Steps to Implement

1. Conduct training on Standards Based instruction following the Brian Dasser Institute Leadership model.
2. Utilizing the methodology of the Institute, conduct classroom walkthroughs and informal observations, provide teachers with feedback on their instruction.
3. Allow for teacher-teacher observations where they can offer each other feedback and suggestions on standards-based instruction.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Engaging students in classroom lessons can prove to be difficult at times. Research has shown that a classroom with a "sit and get" philosophy tends to lose our students. Additionally, 21st century skills have been proven to be critical elements to preparing students to the real world. These efforts can begin with the incorporation of higher order thinking skills.
Measurable Outcome:	This objective will support our first year, baseline data objective delineated in the first area of focus. Given an emphasis on standards-based instruction, students in grades 3-8 will demonstrate proficiency in all tested content areas (Math, ELA, Science, Social Studies) as evidenced by 70% of the students achieving a level 3 or above on the FCAT/EOC/FSA state assessments.
Person responsible for monitoring outcome:	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)
Evidence-based Strategy:	Higher-order thinking, known as higher order thinking skills, is a concept of education reform based on learning taxonomies. The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits.
Rationale for Evidence-based Strategy:	Critical thinking is important because it helps individuals and teams more effectively diagnose problems and identify possible solutions that aren't entirely obvious at first. In addition, critical thinking can help resolve conflicts in the workplace. Additionally, It can lead to developing your judgement, evaluation and problem solving abilities. Learning Critical Thinking skills can also enhance academic performance in school-age students.

Action Steps to Implement

1. Conduct PD on Higher Order Thinking skills using the Depth of Knowledge Model (DOK).
2. Using the DOK wheel, assess the types of questions teachers are using during class discussions.
3. During informal observation feedback sessions, share the findings of HOT questioning and discussions.
4. Discuss ways teachers can tweak lessons to modify lower level questions into HOT.

Person Responsible [no one identified]

#3. Other specifically relating to Bilingual Education

Area of Focus Description and Rationale: Dual language is a form of bilingual education in which students are taught literacy and content in two languages. These programs generally start in kindergarten or the first grade and extend for at least five years, but many continue into middle school and high school. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.

Measurable Outcome: Given an emphasis on dual language education, 50% of students in grades K-2 will demonstrate grade level proficiency in Spanish as evidenced by the scores of I-Station, a similar assessment to I-Ready in Spanish.

Person responsible for monitoring outcome: Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

Evidence-based Strategy: Research has shown that dual language education has a positive impact on the following areas:

1. Increased Cognitive Dexterity and Problem-solving Skills.
2. Embracing Cultural Awareness and Diversity.
3. Enhanced Communication Skills.
4. Strengthen Self-perception and Identity.
5. Increased employment opportunities.
6. Higher Student Achievement Scores
7. Engagement in rigorous coursework.
8. Reinforcement of English standards

Rationale for Evidence-based Strategy: As the parent of two students that participated in a dual language program, I had the opportunity to personally witness its success. As an educator I was also able to research the positive impact this methodology has on student achievement.

Action Steps to Implement

1. Train teachers in grades K-2 on bilingual education with an emphasis on immersion.
2. Purchase curriculum that aligns the English standards with the Spanish curriculum to reinforce the academic program in English.
3. Utilize I-Station to monitor the progress of student in Spanish acquisition.
4. During progress monitoring data chats, review the comparison of Spanish gains as compared to English gains.

Person Responsible: Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

#4. Other specifically relating to Project Based Learning

Area of Focus Description and Rationale:	<p>PBL hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), PBL essentially involves the following:</p> <ul style="list-style-type: none"> } students learning knowledge to tackle realistic problems as they would be solved in the real world, } increased student control over his or her learning, } teachers serving as coaches and facilitator of inquiry and reflection and } students (usually, but not always) working in pairs or groups.
Measurable Outcome:	Given an emphasis on the implementation of Project Based Learning and acquisition of 21st century skills, 75 % of students in grades 6-8 will indicate that PBL has helped them gain a deeper learning and create real-world relevance in their learning as evidenced by the results of a survey administered in May, 2021.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). PBL can also provide an effective model for whole-school reform
Rationale for Evidence-based Strategy:	As a Dual Language School and an academic setting that stresses STEM, incorporating 21st century skills in our program was essential. Through PBL, students will be more readily engaged and create that real-world relevance in their learning.

Action Steps to Implement

1. Conduct training on Project Based Learning.
2. Allow teachers to observe each other during PBL lesson so they may identify best practices.
3. Require one PBL project per semester from each teacher. Provide teachers feedback on the implementation of PBL characteristics.
4. Discuss pros and cons identified about PBL by teachers. Provide assistance to overcome obstacles in order to provide growth and increase implementation opportunities.

Person Responsible Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)

#5. Other specifically relating to Social/Emotional Health

Area of Focus Description and Rationale:	During the 2019-2010 school year, Academica reviewed student survey results where it was noted that the majority of the students felt their social emotional needs were not being met in their schools. Given the emphasis that our society has placed on the importance of this topic, it is imperative that we find strategic ways to address the needs of our students.
Measurable Outcome:	Given an emphasis on social emotional health, 76% of students in grades 6-8 will indicate satisfaction with how the school addresses social emotional health development at Pinecrest Academy Space Coast as evidenced by the annual student survey results.
Person responsible for monitoring outcome:	Sylvia Mijuskovic (smijuskovic@pinecrestspacecoast.com)
Evidence-based Strategy:	Social and emotional health affects children's overall development. Those who develop strong social and emotional skills tend to be happier, are more motivated to learn and perform better academically.
Rationale for Evidence-based Strategy:	These aspects may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit. Parents, adults, and caregivers in their lives need to stay in tune with their specific child's needs, and help shape a strong framework for social-emotional health.

Action Steps to Implement

1. Hire a part time mental health counselor in addition to the school guidance counselor in order to increase opportunities for mental health assistance.
2. Conduct a survey of mental health topics that parents may want their children to be a part of.
3. Encourage the counselor to develop and conduct small group counseling sessions on a weekly basis for students in need.
4. Utilize Edgenuity curriculum to develop weekly lessons to middle school students.
5. Create a referral process for students to refer students in need of counseling services.

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.

Throughout the year, administration will seek feedback from all its stakeholders on the implementation of our academic program and where gaps and improvement may need addressing. This feedback will be gathered during monthly Parent Leadership Meetings, School Advisory Council meetings, Community events, Teacher satisfaction surveys and student surveys.

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.

School culture has always been a top priority of this administrator. Peter DeWitt's book, School Climate, Leading with Collective Efficacy has been the foundation and framework of her leadership. Enhancing self-efficacy and promoting the efficacy of teachers, parents and the community create the positive and nurturing environment needed to achieve positive results. These factors, in turn, help the adults promote the self efficacy of students that has been shown to have a critical effect on student achievement as evidenced the work of John Hattie.

Strategies such as

Parent Family and Engagement Plan (PFEP) Link

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