Westside Elementary School

2021-22 Schoolwide Improvement Plan

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Westside Elementary School

2175 DEGROODT RD SW, Palm Bay, FL 32908

http://www.westside.brevard.k12.fl.us

Demographics

Principal: Stephanie Woodbury M

Start Date for this Principal: 2/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (54%) 2016-17: B (61%)
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 is pending approval by the Brevard 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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http://www.westside.brevard.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Through collaboration, high expectations, and compassion, WE inspire students to explore their greatest potential.

Provide the school's vision statement.

Together WE will achieve greatness!

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Woodbury, Stephanie	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success. Leverages school leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.
Williams, Mallory	Assistant Principal	Supports the realization of school wide vision my managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings and coaching cycles.
Tison, Brianne	Instructional Coach	Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II and III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.

Demographic Information

Principal start date

Wednesday 2/10/2021, Stephanie Woodbury 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.*

6

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.*

5

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

719

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

5

Demographic Data

Early Warning Systems

2021-22

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	96	102	98	108	87	122	98	0	0	0	0	0	0	711
Attendance below 90 percent	17	20	15	13	14	17	16	0	0	0	0	0	0	112
One or more suspensions	0	3	0	0	1	5	6	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	1	2	10	3	0	0	0	0	0	0	16
Course failure in Math	0	0	0	1	5	14	12	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	12	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	16	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	4	8	21	13	35	23	0	0	0	0	0	0	104
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	17	30	16	0	0	0	0	0	0	64
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	24	29	24	0	0	0	0	0	0	78

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	7	6	10	26	46	30	0	0	0	0	0	0	125

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	2	12	2	1	1	3	1	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - 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	73	83	92	81	97	93	126	0	0	0	0	0	0	645
Attendance below 90 percent	15	9	16	13	9	16	13	0	0	0	0	0	0	91
One or more suspensions	0	2	7	6	7	9	21	0	0	0	0	0	0	52
Course failure in ELA	0	0	1	1	4	3	4	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	9	5	7	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	19	15	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	23	21	0	0	0	0	0	0	48
	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	3	15	10	9	22	26	34	0	0	0	0	0	0	119

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	5	14	1	2	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	1	2	0	0	0	0	0	0	5

2020-21 - 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	73	83	92	81	97	93	126	0	0	0	0	0	0	645
Attendance below 90 percent	15	9	16	13	9	16	13	0	0	0	0	0	0	91
One or more suspensions	0	2	7	6	7	9	21	0	0	0	0	0	0	52
Course failure in ELA	0	0	1	1	4	3	4	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	9	5	7	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	19	15	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	23	21	0	0	0	0	0	0	48
	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	3	15	10	9	22	26	34	0	0	0	0	0	0	119

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	5	14	1	2	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	1	2	0	0	0	0	0	0	5

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	62%	57%	52%	60%	56%
ELA Learning Gains				64%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				59%	57%	53%	43%	46%	48%
Math Achievement				64%	63%	63%	59%	62%	62%
Math Learning Gains				75%	65%	62%	59%	59%	59%
Math Lowest 25th Percentile				54%	53%	51%	50%	49%	47%
Science Achievement				59%	57%	53%	63%	57%	55%

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
03	2021					
	2019	58%	64%	-6%	58%	0%
Cohort Comparison						
04	2021					
	2019	59%	61%	-2%	58%	1%
Cohort Comparison		-58%				
05	2021					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-59%				
06	2021					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	61%	-11%	62%	-12%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-50%				
05	2021					
	2019	57%	60%	-3%	60%	-3%
Cohort Comparison		-67%				
06	2021					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	56%	0%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostics

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	71	74
	Economically Disadvantaged	39	61	65
	Students With Disabilities	100	100	100
	English Language Learners	67	83	83
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	71	62
	Economically Disadvantaged	59	91	100
	Students With Disabilities	50	75	75
	English Language Learners	60	80	100
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	46	75
	Economically Disadvantaged	14	41	75
	Students With Disabilities	25	31	63
	English Language Learners	0	17	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	24	48
	Economically Disadvantaged	9	26	41
	Students With Disabilities	6	19	38
	English Language Learners	20	17	33

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	45	61
	Economically Disadvantaged	23	37	53
	Students With Disabilities	6	11	16
	English Language Learners	25	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	25	42
	Economically Disadvantaged	5	14	35
	Students With Disabilities	0	17	26
	English Language Learners	0	0	25

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	69	76
	Economically Disadvantaged	37	67	70
	Students With Disabilities	20	30	32
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	35	53
	Economically Disadvantaged	9	24	51
	Students With Disabilities	15	26	50
	English Language Learners	0	0	20

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	47	53
	Economically Disadvantaged	24	39	47
	Students With Disabilities	4	8	19
	English Language Learners	0	9	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	43	62
	Economically Disadvantaged	14	34	58
	Students With Disabilities	9	13	38
	English Language Learners	0	0	36
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	55	64
	Economically Disadvantaged	28	44	54
	Students With Disabilities	0	13	13
	English Language Learners	0	25	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	45	52
	Economically Disadvantaged	21	19	19
	Students With Disabilities	0	13	19
	English Language Learners	0	0	25

Subgroup Data Review

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	25	54	65	26	49	46	13				
ELL	36	59		33	45						
BLK	44	68	76	38	49	44	8				
HSP	57	74	70	40	56	67	33				
MUL	76	80		61	50						
WHT	63	65	59	58	52	53	48				
FRL	53	63	63	45	49	50	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	45	45	30	48	41	16				
ELL	41	60	68	56	79	56	39				
BLK	42	56	58	51	70	53	59				
HSP	53	58	56	56	72	55	50				
MUL	63	63		66	65						
WHT	65	68	63	69	78	57	65				
FRL	50	63	55	56	69	54	51				
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	12	29	36	23	38	37	10				
ELL	29	46	58	39	46	31					
BLK	39	54	63	45	61	63	48				
HSP	44	44	31	51	55	33	41				
MUL	52	55		59	43		62				
WHT	59	55	43	65	61	55	77				
FRL	46	53	44	51	56	51	55				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	466

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

The data trends are fairly consistent over the last three years with overall proficiency and subgroup proficiency which as not exceeded 70% or 30% respectively. Third grade has shown a decline in overall proficiency in ELA as well as our 5th grade science scores. Additionally, we are seeing an increasing trend for our ELL students who are decreasing in proficiency in the intermediate grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

SWD and ELL are showing more learning gaps and deficits in the intermediate grades than in the lower grades. Third Grade ELA scores on the 2019-2020 FSA have shown a tremendous increase in Level 1's and decline in overall proficiency.

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

Some factor may include but not limited to teaching to the full intent of the standard involving critical thinking for students, not utilizing our ESE personnel effectively to support student learning, tracking student progress with fidelity and implementing interventions strategically.

New actions to improve would be to ensure all lessons are standards-based and taught to the full

intent, monitor student data more frequently, establish a better system for interventions, and maximizing the service model for our ESE students to support in accessing the curriculum.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our early literacy for Kindergarten and First grade showed growth for a majority of students. Additionally, support for our SWD and ELL students in the primary grades proved to be effective in growth for students.

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

More focus on small group instruction, building strong foundational skills, more frequent interventions and tailored supports for struggling students.

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

Improve standards-based planning and instructional practices, monitor student data and implement a consistent system of interventions, and reimagine how ESE personnel are being utilized in the classroom.

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.

Standards-based instruction
Student engagement strategies
Progress Monitoring
Strategies for SWD/ELL to access curriculum
Small group intervention

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

Consistent and frequent grade level meetings to collaborate on data, student progress and work samples, mini professional development sessions, increased walkthroughs for instructional feedback, and intentional professional development days.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	In order to increase the proficiency levels in ELA , Math and Science, students need to be consistently working at a rigorous level to the full intent of the standard. This will be accomplished by instructional leaders and coaches facilitating collaborative planning sessions, so teachers have protected and supported time to analyze and conduct purposeful lesson planning to ensure that instruction, tasks, and assessments are standards-aligned. The goal is to implement these standards-aligned plans with fidelity to ensure equity across the grade level and consistent rigor to the level that will be assessed by local and state tests. Additionally, we will support students in prerequisite skills for standards through afterschool tutoring in ELA and Math, and Science lab camps, all funded by Title 1.
Measurable Outcome:	Ultimately, the measurable outcome will be improved proficiency levels in ELA , Math and Science based upon local and state assessments. *ELA Achievement: Current 60% Goal: 62% *ELA Learning Gains: Current 69% Goal: 70% *ELA Lowest 25%: Current 67% Goal: 70% *Math Achievement: Current 53% Goal: 62% Math Learning Gains: Current 52% Goal: 62% Math Lowest 25% Current: 52% Goal: 62% Science Achievement Current 39% Goal: 62%
Monitoring:	Daily, observational data will be collected during walk-throughs, and progress monitoring standards mastery and mini-task assessments will show consistent growth. Administration and instructional coaches will conduct frequent walkthroughs to collect data on standards-based instructional practices. Data will also be disaggregated to see if students are mastering standards to the full intent.
Person responsible for monitoring outcome:	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)
Evidence-based Strategy:	Use of the coaching cycle for collaborative planning, modeling, follow-up, and monitoring through instructional chats and observational data. The curriculum maps will also serve as a guide to ensure correct pacing of instruction throughout the school year. Collaborative planning will help teachers develop clarity and establish learning targets for their students, both of which have effect sizes greater than .40 which is proven to boost student achievement based upon John Hattie's Visible Learning research. When teachers have a clear understanding of what students are expected to master at their grade level, their instructional practices are more targeted. The continuous feedback from observational data will also guide teachers to refine their practices within the coaching cycles.
Rationale for Evidence-based Strategy:	By giving guidance and job-embedded professional development to teachers in regards to planning and implementing standards-aligned instruction, the students will benefit from a more engaging, rigorous learning environment with opportunities to show mastery of standards. It will also include our ESE teachers who can enhance the lessons and instruction with research-based strategies to improve performance by students with disabilities, as well as, benefiting others. The use of complex text will assist with improving our ELA proficiency and student tasks will be more aligned with the test specifications

based upon FSA. For our lower grades, it will build a stronger foundation in ELA to improve student achievement long-term.

Action Steps to Implement

1. State and local assessment data will be disaggregated to find areas of limited proficiency of our school.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

2.Grade levels will be assigned an instructional coach (funded by Title 1) or an administrator as their facilitator for collaborative planning sessions.

Person Responsible Brianne Tison (tison.brianne@brevardschools.org)

3. Collaborative planning will meet bi-weekly or monthly depending on necessity to examine standards, and ensure all instruction, tasks and assessments are aligned to the full intent of the standard. General education
teachers and ESE resource teachers will attend together. Job-embedded professional development will occur during these planning sessions tailored to the grade level or teacher needs.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

4. Students will take a standards mastery assessment at the end of each curriculum unit to ensure the instruction is teaching to the full intent of the standard.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Monthly data-team meetings will analyze standards mastery data and student work samples. Through this discussion, all stakeholders will take ownership of challenges and collaborate on action plan to improve or assist.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

6. Administration and instructional coaches will conduct weekly walkthroughs to collect data on the fidelity of standards-aligned instruction, student work, and assessments.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

7. Feedback will be shared with teachers in the coaching cycle and areas of weakness will be supported with human or material resources such as modeling and teacher trainings.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

8. Teachers will provide after school tutoring for students to build requisite skills for each standard, and implement Science lab camps for 5th graders to review 3rd and 4th grade standards and strengthen 5th grade standards. These will be funded via Title 1 and ASP funds.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	This area of focus is a relaunch of our Positive Behavior Intervention and Supports (PBIS) initiative with an emphasis on building relationships through Class Conventions, restorative conversations and Conscious Discipline. Two years ago, PBIS was initiated but not implemented with fidelity due to lack of training and staff buy-in. Last year, the school abandoned the system due to various factors. Based upon our discipline data and trends, stakeholders decided to rebuild and relaunch the PBIS system with improvements and training for all staff. Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance. These areas of need were identified through TNTP teacher survey, forums with staff, Youth Truth Survey, discipline data, and observational data by leadership: 1) Students were not given or held accountable to schoolwide standards, and discipline was not consistent or communicated effectively with staff. Learning environments were often disrupted and students had difficulty focusing. Teachers were frustrated with discipline measures. There was not a consistent method to identify, teach, and positively reinforce expectations. 2) Relationships between offending students and staff, or other classmates, were often damaged without a consistent, researched-based method to rebuild. When relationships are damaged or severed, it makes redirection and trust areas of concern during academic or behavioral needs. 3) Class communities were not consistently strengthened after the first nine weeks, and staff felt they did not possess the tools needed to be successful when their class communities or students were having conflict.
Measurable Outcome:	The goal is to decrease the number of discipline incidents and student referrals schoolwide as documented in our RtI database, as well as, teacher documentation. Another goal would be an improvement in our staff TNTP survey results in the areas of school culture, student discipline, and administrative support. Our goal is to decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our AA students and SWD.
Monitoring:	Administration will monitor discipline data and conduct walkthroughs to collect observational data on the implementation and effectiveness of PBIS systems. Our goal is to improve the overall school culture, social emotional learning, and decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our AA students and SWD.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The Positive Behavior System is a research-based program that creates a schoolwide common language and set of expectations. The token currency encourages students to follow expectations by rewarding them for their efforts and positive praise. Class Conventions, Restorative Conversations and Conscious Discipline help build and maintain an emotionally safe learning environment for students and staff by using structures for class meetings, resolving conflicts, and repairing

	relationships broken between students and staff. It allows students and staff to understand how their actions impact the academic and emotional well-being of others while taking ownership. Additionally, it teaches students that mistakes will not follow them, but give them a chance to restore damage and move forward.
Rationale for Evidence-based Strategy:	Because our discipline and TNTP data shows a need for consistency and effectiveness, our school decided to relaunch our PBIS program with some improvements to ensure success. Additionally, by adding Class Convention, Restorative Conversations and Conscious Discipline, it gives staff more tools to build and maintain a positive learning environment and school culture. Survey data stated staff felt there was not a consistent effort schoolwide among their colleagues, and by narrowing our focus and adding additional tools, staff can have a common language as well as be held accountable by their peers. Finally, by using a positive language approach, the culture of the school will bloom naturally.

Action Steps to Implement

1. Discipline and TNTP data will be analyzed and areas of concern will be problem-solved through collaborative forum including all school-based stakeholders.

Person Responsible Mallory Williams (williams.mallory@brevardschools.org)

2. Staff review of schoolwide expectations for students in regards to PBIS. Steering committee will be created and will establish alignment between current PBIS language/expectations, and the language/philosophies of Class Conventions, Restorative Conversations and Conscious Discipline. A more sustainable communication system will be created in regards to discipline follow up from administration.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

3. Staff with receive training of PBIS, Class Conventions, Restorative Conversations, and Conscious Discipline from our administration and PBIS steering committee during pre-planning. They will be provided with the necessary documents, plans and materials to implement with fidelity from the first day of school.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

4. PBIS signage will be purchased with Title 1 funds and displayed in all areas of campus.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Every classroom teacher will conduct daily Class Conventions each morning to build relationships and a strong class community. During conventions, PBIS expectations will be reinforced along with a focus on character traits and Social Emotional learning. Administration will ensure time is made available in the master schedule for these conventions to occur without interruption.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

6. Students will be able to spend their Compass Cash (token economy) at the PBIS store each month, and purchase tickets to quarterly PBIS school events. Teachers will also integrate a class Compass Cash incentive program to purchase other items or experiences.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

7. Administration will conduct walkthroughs to collect data on the implementation and effectiveness of all PBIS structures. This observational data will be shared at monthly meetings and any issues will be addressed and problem-solved. Additionally, discipline data and attendance data will be continually

tracked and reviewed through our data base to monitor effectiveness in comparison to our walkthrough data.

Person Responsible   Mallory Williams (williams.mallory@brevardschools.org)

8. Guidance Counselor will implement school-wide mental health education programs, as well as, mentoring students in need and providing specific support services to students through small group and individual therapy sessions.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
	This area will focus on improving the academic proficiency of our various subgroups including students with disabilities, African-Americans, and Emerging Bilinguals. The current data triangulated from various assessments last year is as follows: --20% of our students with disabilities demonstrated mastery of standards --27% of our African American students demonstrated mastery of standards --14% of our African American students with disabilities demonstrated mastery of standards --41% of our Emerging Bilinguals (ELL) demonstrated mastery of standards
Area of Focus Description and Rationale:	Our Students with Disabilities (SWD) include all students with an Individualized Education Plan (IEP). This is a relatively large group in our school, comprising 22% of our student population. In the past, this group has been the group that makes the least amount of growth and has the smallest percentage of students meeting grade level expectations. Though we are making progress with this subgroup, only 20% of them are consistently demonstrating mastery of standards in Reading, Math, and Science. Additionally, students who have a disability and are African- American are struggling to master grade level standards. We will utilize Title 1 Interventionists funded by Title 1 alongside our ESOL and ESE Resource teachers to implement more layers of support for our subgroup students. These students will receive the high-quality Tier 1 instruction in all subjects, plus additional supports throughout their academic week to improve foundational skills including Tier II and III instruction by our support staff and Title 1 team.
Measurable Outcome:	Our goal is to improve these subgroups to the following data points: --40% of our students with disabilities demonstrated mastery of standards --40% of our African American students demonstrated mastery of standards --30% of our African American students with disabilities demonstrated mastery of standards --60% of our Emerging Bilinguals (ELL) demonstrated mastery of standards
Monitoring:	Student progress will be monitored through out Multi-Tiered System of Supports (MTSS) and grade level data chats twice a month. Administration, Instructional Coach, and Title 1 Teachers will track data after each diagnostic and standards assessment.
Person responsible for monitoring outcome:	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)
Evidence-based Strategy:	Accurately tracking student data and utilizing the Multi-Tiered System of Support with fidelity will ensure students are identified and given the supports they need to succeed. Students are identified through assessment and observational data, and a team of stakeholders then determines their plan of action for each student. Many of these students are in need of Tier II and Tier III interventions in Reading and Math due to significant skill gaps and proficiency deficits. Small group instruction based upon progress-monitoring data is an evidence-based strategy to improve student achievement.
Rationale for Evidence-based Strategy:	The MTSS process is an effective system to identify and assist students with learning deficiencies. Once the students are correctly identified, Tier II and III small group instruction allows us to target specific skills with bi-weekly progress monitoring. This provides data for dynamic grouping as students master skills. Tier III intervention allows a focused approach to substantial skill gaps for students performing two or more years below grade level. On-

going progress monitoring ensures students are getting the services they need to increase proficiency levels.

Action Steps to Implement

1. Leadership team will disaggregate data, identify subgroups and specific students who are demonstrating deficits and share information with stakeholders via various mediums.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

2. Administration will hire two Title 1 teachers and two Title 1 Instructional Assistants funded by Title 1 to support interventions schoolwide. The Title 1 Team will review data and work with administration and Literacy Coach to determine students who need additional interventions.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

3. Title 1 team will receive training on intervention materials and baseline assessments (95%, LLI) and conduct baseline assessments for students identified in data analysis. Classroom teachers will receive training on small group interventions using the i-Ready lessons based upon student data.

Person Responsible   Brianne Tison (tison.brianne@brevardschools.org)

4. Administration will provide a 40-minute time block 4 days a week for a schoolwide Acceleration Time for every student to build foundational skills or enrich capabilities in reading and math. All Classroom teachers, Title 1 team, Literacy Coach, ESOL teacher and IA's, and ESE Resource teachers and IA's will conduct a layer of intervention for identified students during this time.

Person Responsible   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Teachers, Literacy Coach and Administration will discuss students during data chats and MTSS grade level meetings to identify those who are not making adequate progress or not attending school regularly.

Person Responsible   Brianne Tison (tison.brianne@brevardschools.org)

6. Title 1 Team and Literacy Coach funded by Title 1 will provide Tier II instruction with progress monitoring to occur bi-weekly, or Tier III interventions with weekly progress monitoring. ESE and ESOL teachers will provide supports for students during core academic blocks and additional support as needed during other times of the student day.

Person Responsible   Brianne Tison (tison.brianne@brevardschools.org)

7. Adjust student groupings as needed using progress monitoring data. Move forward through MTSS process for students who are not showing growth with Tier II or III interventions. Continue to follow MTSS protocols to ensure students' needs are being met based upon the frequent data collected.

Person Responsible   Brianne Tison (tison.brianne@brevardschools.org)

8. For students whose academic progress is being affected by inconsistent attendance, the Guidance Counselor will reach out to families to identify and solve any barriers such as transportation or needs within the home.

Person Responsible   Mallory Williams (williams.mallory@brevardschools.org)

#4. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	This area will focus on Parent and Community Involvement taking into account guidelines under the district pandemic mitigation strategies. Increased community and family engagement provides our school with resources only available from these stakeholders. By creating a partnership with families, students will extend their learning outside the school day. Outside community partnerships offer learning experiences students may not have access to on their own. When parents and families can connect with school stakeholders, information can be shared on how to continue the learning at home; thus increasing student achievement potential. As identified in our Parent Survey results from the spring of 2021 and survey conducted during our Virtual Open House in September 2021, families want more opportunities to connect with the school and learn ways to support student learning at home.
Measurable Outcome:	The goal is to increase attendance at Parent Involvement events throughout the year, increase student academic achievement, and maintain or increase our business partnerships from the community
Monitoring:	The Title 1 Teachers and administration will collect participation data after each event, monitor student academic progress and work with our Partner in Education coordinator to track community involvement.
Person responsible for monitoring outcome:	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)
Evidence-based Strategy:	One strategy is the incorporation of Title 1 Family Nights (funded by Title 1) throughout the school year to strengthen the knowledge of grade level expectations, provide training to families on how to support these standards at home, and build strong relationships. This model of family engagement is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. Inclusion of families in their students' academic success benefits the child as well as encourage post-school careers.
Rationale for Evidence-based Strategy:	By including all stakeholders in the school's affairs, students benefit because they are encouraged to take ownership in their learning from more than just the teachers at school. A student only spends 14% of their year in school and 55% or more with their families. By capitalizing on the time students are at home, we can increase student proficiency quicker.
Action Steps to Implement	

1. The Title 1 Teachers will review survey data from families and discuss needs and suggestions for improvement along with ways to conduct events virtually as needed.

Person Responsible	Mallory Williams (williams.mallory@brevardschools.org)

2. All teachers will collect student data and collaboratively identify areas of academic deficiencies to create activities to share with families. Outside providers for academic enrichment will be hired to support learning during events. Materials, fees and printing funded by Title 1 budget.

Person Responsible	Mallory Williams (williams.mallory@brevardschools.org)

3. The Title 1 Teachers and administration will advertise in multiple methods and languages to invite families to attend. Offer virtual options as needed. Printing and copy supplies funded by Title 1. Invitations will be extended to our community partnerships.

Person Responsible Mallory Williams (williams.mallory@brevardschools.org)

4. The staff and/or outside providers will implement a Family Engagement night for Math, Science and Reading during the school year. Business Partnerships will be encouraged to attend and support learning for students. Our ESOL team will work with families whose primary language is not English to ensure all families are able to benefit. Feedback will be collected by our Title 1 teachers on the event's effectiveness and appropriateness.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

5. Title 1 and Leadership team will track progress of standards highlighted by our Family Engagement Nights to prove effectiveness.

Person Responsible Brianne Tison (tison.brianne@brevardschools.org)

6. Title 1 team and Leadership Team will explore other avenues to include families in their child's educational journey such as volunteering or sharing learning opportunities offered by Brevard Public Schools. Our ESOL team will work with families whose primary language is not English to ensure all families have the opportunity.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	FSA ELA data from the 20-21 school year indicates 50% of students in 3rd grade were not proficient and only 54% cumulatively in grades 3-5 were proficient. Therefore, we will be focusing efforts on ELA instruction and the new B.E.S.T. standards to improve proficiency school wide.
Measurable Outcome:	ELA proficiency will increase, as measure by FSA ELA assessments: *3rd Grade- From 50% to 60% *4th Grade- From 56% to 62% *5th Grade- From 56% to 62%
Monitoring:	Ongoing monitoring will be implemented through these follow measures: *iReady Diagnostic Growth (3x yearly) in Reading *iReady Standards Mastery Assessments in Reading for 2nd-6th
Person responsible for monitoring outcome:	Brianne Tison (tison.brianne@brevardschools.org)
Evidence-based Strategy:	1) Improve implementation of Tier 1 (Core) Curriculum is on the 2021 approved Florida Instructional Materials Adoption list. (Florida Benchmark Advance and Eureka Math) 2) Implement Tier 2 supports (iReady,RtI, LLI, 95% Group) for students identified as deficient or substantially deficient in ELA and/or Math through the MTSS process. 3) Provide Tier 3 supports to students who are substantially deficient identified by district and state diagnostics (95% Group, Rewards, Lexia)
Rationale for Evidence-based Strategy:	1) Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High-quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs. 2) Driven by the i-Ready Diagnostic, lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings. LLI elevates the expertise of teachers to explicitly teach vocabulary, fluency and comprehension skills in small group to maximize growth. 95 Percent Group instructional materials are uniquely designed to provide targeted instruction on specific skills. The diagnostic screeners are aligned with the instructional materials and a continuum of skills allowing teachers to begin instruction at a student's lowest skill deficit. Struggling readers are able to master simple concepts before moving onto more difficult skills. 3) REWARDS is a specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With

explicit, systemic, teacher-led instruction, this intervention gives students new skills to attack grade-level content-area text. Lexia aims to build foundational reading skills for students through personalized learning. The program focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.

Action Steps to Implement

Leadership will review data from FSA , iReady Diagnostics, and baseline literacy assessments with leadership team and grade levels. Students who are identified as deficient will move through our MTSS process to align the correct interventions needed.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

Literacy Coach will provide professional development on new curriculum, literacy instruction, and small group instructional practices including 95%, LLI , Rewards, and Lexia for intervention. Additionally, the coach will work with the Title 1 team to group students by intervention needs based upon data sources and monitor implementation of Tier 2 and 3.

Person Responsible Brianne Tison (tison.brianne@brevardschools.org)

Administration will conduct observational walkthroughs and provide feedback of ELA instruction to teachers as part of the coaching cycle. Additionally, administration will conduct data chats with grade levels to monitor mastery of standards and learning gains.

Person Responsible Mallory Williams (williams.mallory@brevardschools.org)

Leadership team and teaching staff will review ELA data 1-2 times a month to track student growth and areas of concern. Groupings will be based upon this data for small group instruction, Acceleration Time, and Tier II and III interventions.

Person Responsible Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based upon the data provided by SafeSchoolsforAlex.org, Westside has a very low rate of incident compared to other schools in the state (reported 0.1 incidents per 100 students which is less than the Statewide elementary school rate of 1.0 incidents per 100 students). However, our suspension rate two years ago was higher comparably to the statewide range.

When reflecting on this data, we will monitor the usage of in- and out-of-school suspensions for students in accordance with our discipline policy while continuing to support the PBIS systems within our schools. Additionally, we will work on building a stronger Social Emotional Learning program for students who have past or current traumas, low self-esteem, and frequent conflict incidents.

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.

Westside Elementary plans to continue building positive relationships with parents and families through hosting various family nights such as our "Meet the Teacher", Virtual Open House, individualized parent conferences, and Title 1 Academic nights (funded by Title 1). Additionally, teachers communicate daily or weekly with families on educational and informational items. These opportunities give parents a chance to get to know their children's teachers and other parents in our school community. Lastly, administration uses social media and other mediums to communicate weekly on the happenings within the school and reach for volunteers to support as needed.

Our school builds a positive school culture with students by implementing our PBIS system to focus on expectations and positive incentives. Additionally, we have implemented daily "Class Convention" to create a strong classroom community, develop social emotional learning, and provide a medium for students to discuss current issues and problem-solve.

We build positive relationships with community stakeholders through mentoring programs and inviting community business and resources to our events. Both parents/families and community stakeholders are welcome to give input into our School Improvement Plan, Compact and Parent Family Engagement Plan through face to face meetings and surveys throughout the year.

To build a positive culture for our staff and build leadership capacity, we funded a summer cohort to review our school data, identify areas of concern school-wide, and create solutions. All staff was encouraged to attend to provide insight and ideas. Once the areas of concern were identified, staff separated into discussion groups to problem-solve. Although administration attended these sessions, they were led by teachers. These staff representatives shared their solutions and new systems to the staff during pre-planning which were implemented for the 21-22 school year. Administration assists in monitoring these new systems, but the staff continues to lead the charge on each one of the focus areas. Overall, this has created a strong sense of ownership to the school's mission and vision, and the staff has shown more fidelity in the implementation thus far than in previous years.

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

School Administration- Supports and guides our PBIS system, family and community engagement events listed above, and builds positive morale and leadership with various staff activities, meetings and events.

Faculty and Staff-Implements our PBIS system and the daily Class Conventions with fidelity. Faculty stays in constant communication with families to support their needs as a partner in every child's educational journey. Additionally, they offer perspective via meetings, professional development, committees, and the Insight Survey each spring.

Parents and Families- Participates in school-wide events, offers perspectives via surveys, School Advisory Council and Parent Teacher Organization meetings, and support learning with a partnership developed with classroom teachers.

Community Members-Attend school-wide events, offer funding for items to promote achievement and growth of students, and offer insight via various platforms to use in school goals.

Students- Follow school-wide PBIS expectations of being SAFE, RESPECTFUL, and RESPONSIBLE each school day. They also offer their insight in the Youth Truth Survey to help develop school goals.