

Broward County Public Schools

Maplewood Elementary School



2021-22 Schoolwide Improvement Plan

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Maplewood Elementary School

9850 RAMBLEWOOD DR, Coral Springs, FL 33071

[no web address on file]

Demographics

Principal: Leena Itty

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (44%)
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 Broward 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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Maplewood Elementary School

9850 RAMBLEWOOD DR, Coral Springs, FL 33071

[no web address on file]

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-5	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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<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.

Maplewood Elementary provides optimal learning experiences for all students in a respectful and safe environment.

Provide the school's vision statement.

Together Everyone Achieves More

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
Itty, Leena	Principal	The principal provides strategic direction in our school's system. The principal assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures and administers the school's budget.

Demographic Information

Principal start date

Friday 7/1/2016, Leena Itty

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.*

2

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.*

7

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

609

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

10

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

7

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	87	92	89	90	105	114	0	0	0	0	0	0	0	577
Attendance below 90 percent	2	5	7	4	5	5	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	3	14	22	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	24	34	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	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

Friday 9/24/2021

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	78	105	108	107	108	107	0	0	0	0	0	0	0	613
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	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9

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	9	2	0	2	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	78	105	108	107	108	107	0	0	0	0	0	0	0	613
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	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9

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	1	3	0	0	0	0	0	0	0	4

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	9	2	0	2	1	0	0	0	0	0	0	0	14
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 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				60%	59%	57%	62%	56%	56%
ELA Learning Gains				61%	60%	58%	60%	57%	55%
ELA Lowest 25th Percentile				53%	54%	53%	55%	51%	48%
Math Achievement				62%	65%	63%	60%	62%	62%
Math Learning Gains				55%	66%	62%	60%	60%	59%
Math Lowest 25th Percentile				41%	53%	51%	44%	47%	47%
Science Achievement				52%	46%	53%	54%	49%	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	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-59%				
05	2021					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	65%	4%	62%	7%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-69%				
05	2021					
	2019	53%	64%	-11%	60%	-7%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	49%	1%	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.

iReady Diagnostic was used to compile progress monitoring data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/38.3	46/46.5	53/53
	Economically Disadvantaged	20/33.9	27/43.5	29/46
	Students With Disabilities	3/20	3/18.8	4/26.7
	English Language Learners	2/22.2	2/22.2	1/11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34/35.8	33/34	46/46.9
	Economically Disadvantaged	16/26.7	18/30	22/36.1
	Students With Disabilities	4/25	3/20	3/20
	English Language Learners	1/11.1	2/22.2	3/37.5

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/43.3	61/62.9	66/69.5
	Economically Disadvantaged	26/40	37/56.9	42/67.7
	Students With Disabilities	3/17.6	9/52.9	9/64.3
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34/35.8	49/50.5	34/66.7
	Economically Disadvantaged	19/30.2	32/49.2	21/61.8
	Students With Disabilities	2/12.5	5/29.4	1/25
	English Language Learners	0/0	0/0	0/0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60/58.8	66/66	75/74.3
	Economically Disadvantaged	33/53.2	37/60.7	41/66.1
	Students With Disabilities	11/42.3	10/41.7	12/50
	English Language Learners	1/12.5	1/12.5	1/12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/30	35/35	55/56.1
	Economically Disadvantaged	14/23.3	18/29.5	28/46.7
	Students With Disabilities	4/16	7/29.2	12/50
	English Language Learners	1/12.5	2/25	1/12.5

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43/42.2	52/50.5	57/55
	Economically Disadvantaged	19/32.8	29/49.2	28/50
	Students With Disabilities	2/8.7	5/21.7	6/28
	English Language Learners	0/0	0/0	1/11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/22.8	39/38.2	60/58
	Economically Disadvantaged	10/17.5	19/32.8	30/53
	Students With Disabilities	2/8.7	5/21.7	9/42
	English Language Learners	0/0	0/0	2/22
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36/37.5	44/47.3	45/50
	Economically Disadvantaged	12/30.2	26/42.6	26/46
	Students With Disabilities	1/5.3	1/5.3	2/11
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/29.9	45/47.4	49/53
	Economically Disadvantaged	15/23.4	24/38.7	26/46
	Students With Disabilities	2/10.5	7/36.8	5/27
	English Language Learners	0/0	1/50	1/50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

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	42	56	53	45	20		14				
ELL	39	40		29	27		50				
ASN	77			85							
BLK	47	53		46	27		34				
HSP	61	60		41	43		52				
WHT	70	65		68	37		43				
FRL	51	54	39	43	31	6	37				
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	27	34	50	29	40	45	25				
ELL	59	61	62	68	68	80	67				
ASN	77			85							
BLK	48	48	45	43	46	48	50				
HSP	64	70	55	73	61	44	53				
MUL	47	70		40	50						
WHT	66	56		72	59		54				
FRL	52	59	51	51	50	46	48				
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	38	52	50	33	49	39	50				
ELL	65	77		53	62						
BLK	49	53	53	48	52	37	54				
HSP	63	67	67	59	60	47	51				
MUL	60	60		50	60						
WHT	69	58	46	70	63	50	57				
FRL	55	61	55	52	56	37	45				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	363

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
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	53
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on analysis of the progress monitoring assessments there is growth demonstrated when comparing fall to spring data. Our subgroup data indicates that students with disabilities and English Language Learners proficiency is below our overall average. Economically disadvantaged student data indicates that are performing at the same level when compared to our overall proficiency.

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

Both math learning gains and math lowest 25% learning gains showed a significant decline from the prior year's data. The data shows a 7% decrease from 2017-2018.

Our lowest area of performance was in the Math bottom quartile. This year, we were 12% below district and 10% below the state. This data has been trending as our lowest performing since 2016-17. Contributing factors are inconsistent implementation of small group- differentiated instruction, inadequate intervention programs and knowledge of the standards.

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

The primary factors related to this decline was inexperienced teachers in 5th grade. Of the three 5th grade teachers had a single year of experience teaching 5th

grade math/science. Without consistent, rigorous support, the teachers were unable to bridge the experience gap.

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

Our ELA showed the greatest gains from the previous year. The school was implemented Balanced Literacy in the classes and determined which students needed interventions.

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

We continued our departmentalized structure in 4th and 5th grade, which allowed our teachers to continue to build the experience and effective cooperative learning structures.

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

ESSER support staff have been assigned to provide small group intervention to targeted student groups based on data analysis. We will provide extended learning opportunities.

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.

Our staff were provided professional development for Meeting the Needs of all Learners, continued PLC's, Reading Horizon's intervention program, and Unique Learning Systems curriculum.

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

ESSER support staff, extended learning opportunities, parent training learning opportunities, targeted professional development, ongoing data analysis, and targeted intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Lack of differentiation strategies being implemented consistently
Description and Rationale:	
Measurable Outcome:	By June of 2022, 41% of Student with Disabilities (SWD) will perform at the proficient achievement level or higher on the FSA /FSAA Assessments in ELA and Math.
Monitoring:	Review weekly lesson plans and provide feedback Provide professional development on differentiation strategies Provide support to teachers using an Academic Coach and professional learning communities
Person responsible for monitoring outcome:	Leena Itty (leena.itty@browardschools.com)
Evidence-based Strategy:	Review weekly lesson plans and provide feedback Provide professional development on differentiation strategies Provide support to teachers using an Academic Coach and professional learning communities
Rationale for Evidence-based Strategy:	The overall percentage of Student with Disabilities (SWD) will increase their performance to proficient. Professional development on building rigor, relevance, and relationships. FSA and FSAA was used to determine the area of need

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Our school did not report SESIR incident counts to the Florida DOE in 2019-2020. Data in this report will not be available. Based on school level data, unruly behavior was our most reported offense. This offense is addressed in our school wide behavior plan.

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.

Maplewood develops and implements a positive behavior plan for all students. The plan includes a token reward system, Wise OWLS Winners are selected weekly and are able to select a prize. The Cafeteria OWL Race recognizes and rewards classes with exemplary behavior during lunch. Quarterly incentives are given for students who regularly participate in our school academic programs. Spirit weeks and monthly observances are celebrated throughout the year.

Maplewood develops a positive culture with all teachers and staff through our Drop in the Bucket Program. This encourages staff to recognize one another with positive feedback and acknowledges others for helping, mentoring, sharing and being positive.

MVP Player of the Month is where all staff vote for instructional and non-instructional staff members to be recognized for their dedication, professionalism and work in their school, and community. The player of the month demonstrates dedication to the school and community.

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

Parents, families and community stakeholders will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, these stakeholders will be provided information regarding the school's Title 1 allocation (inclusive of professional development and parent involvement allotments). They will be allowed to provide input in the development and decision-making process of all Title 1 activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00