Longwood Elementary School

2021-22 Schoolwide Improvement Plan

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Longwood Elementary School

840 ORANGE AVE, Longwood, FL 32750

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0091

Demographics

Principal: Leigh Jones

Start Date for this Principal: 1/17/2017

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (58%) 2016-17: 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 is pending approval by the Seminole 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.](http://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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	60%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Longwood Elementary School is to foster an inspirational learning environment that encourages perseverance while providing opportunities to create, collaborate,and communicate.

Provide the school's vision statement.

While Creating, Collaborating and Communicating, Longwood Elementary School will be a premier elementary school in the Lyman Cluster. Longwood will be recognized in the district and the state level for high standards, academic performance, and offering students future ready educational opportunities (Blended Learning, Reading Counts, and Cub Clubs focusing on STEAM activities). *Longwood will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. *All students and will perform at the highest levels. *There will be equitable facilities and opportunities for all students. *The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

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
Emmans, Brian	Principal	Oversees total school program
Jones, Leigh	Assistant Principal	Assists Principal with overseeing total school program
Hicks, Lindsay	Instructional Coach	Coaching, PLCs, Curriculum, MTSS
Drinkwater, Julie	Teacher, K-12	PLCs, Curriculum, Loving Lions (Food Pantry)
Mcmahan, Ruth	Teacher, ESE	PBIS, Cub Clubs, Parent Nights
Mason, Erin	Other	PLCs, student services, PTA Liaison
Bacon, Alex	Teacher, K-12	PBIS, 3rd Grad PLCs, Curriculum
Berdine, Katie	Teacher, K-12	PLCs, Curriculum
Failla, Jenise	Teacher, K-12	PLCs, Curriculum

Demographic Information

Principal start date

Tuesday 1/17/2017, Leigh Jones

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.*

5

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

593

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.

4

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	105	106	104	109	83	86	0	0	0	0	0	0	0	593
Attendance below 90 percent	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		
Course failure in ELA	1	6	5	1	1	0	0	0	0	0	0	0	0	14
Course failure in Math	2	3	7	0	1	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	13	22	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	3	17	19	17	0	0	0	0	0	0	0	0	0	56

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	2	1	0	0	0	0	0	0	0	3

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	10	12	9	11	7	0	0	0	0	0	0	0	54
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 8/27/2021

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	90	105	104	74	79	78	0	0	0	0	0	0	0	530
Attendance below 90 percent	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		
Course failure in ELA	2	3	0	2	1	0	0	0	0	0	0	0	0	8
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	1

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	7	8	5	8	5	0	0	0	0	0	0	0	38
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	90	105	104	74	79	78	0	0	0	0	0	0	0	530
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	2	3	0	2	1	0	0	0	0	0	0	0	0	8
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	1

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	7	8	5	8	5	0	0	0	0	0	0	0	38
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				71%	67%	57%	64%	63%	56%
ELA Learning Gains				63%	61%	58%	56%	58%	55%
ELA Lowest 25th Percentile				59%	51%	53%	54%	47%	48%
Math Achievement				72%	70%	63%	69%	68%	62%
Math Learning Gains				69%	66%	62%	54%	62%	59%
Math Lowest 25th Percentile				48%	50%	51%	32%	46%	47%
Science Achievement				61%	62%	53%	77%	66%	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	67%	67%	0%	58%	9%
Cohort Comparison						
04	2021					
	2019	73%	65%	8%	58%	15%
Cohort Comparison		-67%				
05	2021					
	2019	69%	64%	5%	56%	13%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	71%	7%	62%	16%
Cohort Comparison						
04	2021					
	2019	76%	72%	4%	64%	12%
Cohort Comparison		-78%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	62%	0%	53%	9%
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 Assessments were utilized to progress monitor*:
• ELA – Grades 1-5
• Mathematics – Grades 1-5
In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.
*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/26%	46/44%	59/56%
	Economically Disadvantaged	12/19%	25/38%	36/55%
	Students With Disabilities	13/7%	7/41%	8/44%
	English Language Learners	1	2	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/24%	31/33%	63/59%
	Economically Disadvantaged	9/15%	16/26%	36/55%
	Students With Disabilities	2/13%	2/13%	6/33%
	English Language Learners	0	1	5

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/43%	58/60%	72/73%
	Economically Disadvantaged	20/44%	32/58%	36/72%
	Students With Disabilities	1/8%	6/43%	6/50%
	English Language Learners	0	2	5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/35%	47/49%	64/65%
	Economically Disadvantaged	15/33%	23/42%	31/62%
	Students With Disabilities	1/8%	5/36%	6/50%
	English Language Learners	2	1	2

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/33%	25/34%	33/39%
	Economically Disadvantaged	7/22%	9/23%	11/25%
	Students With Disabilities	0	1/9%	3/20%
	English Language Learners	0	1	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/36%	25/37%	41/55%
	Economically Disadvantaged	10/30%	11/29%	20/47%
	Students With Disabilities	1/10%	3/27%	2/18%
	English Language Learners	2	2	4

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/46%	44/58%	44/56%
	Economically Disadvantaged	17/39%	23/48%	23/47%
	Students With Disabilities	0	3/15%	4/20%
	English Language Learners	0	1	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/20%	38/51%	39/51%
	Economically Disadvantaged	6/14%	22/47%	23/49%
	Students With Disabilities	0	2/11%	2/11%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/43%	30/41%	41/54%
	Economically Disadvantaged	20/51%	21/51%	25/60%
	Students With Disabilities	3/21%	1/8%	3/21%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/40%	34/50%	41/55%
	Economically Disadvantaged	14/39%	17/44%	22/52%
	Students With Disabilities	1/8%	2/17%	3/23%
	English Language Learners	0	1	1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	19	20		22	20		29				
ELL	50			31							
BLK	56			38							
HSP	60	55		54	45		62				
WHT	72	42		61	52		68				
FRL	62	50	13	48	43	31	56				
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	32	54	69	37	56	60	13				
ELL	30	30		30	30						
BLK	65	56		57	56						
HSP	64	63	57	68	64	50	46				

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
MUL	60			80							
WHT	78	63	67	78	73	47	71				
FRL	64	60	54	68	65	50	53				
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	23	52		23	24						
ELL	42			67							
BLK	56	58		50	50						
HSP	63	48	54	75	61		68				
WHT	68	62	50	72	52	27	88				
FRL	57	48	45	65	50	24	73				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	57
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	61
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
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	59
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	49
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 performance of English language learners across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of English language learners disabilities demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of English language learners in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Increasing academic achievement of English language learners. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for English language learners.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Brian Emmans (brian_emmans@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
Low 30% Monitoring
High Level 1 and High Level 2 Monitoring
Low Level 3 Acceleration
Collaborative Data Driven PLCs
Tutoring
See SCPS School Improvement Plan for additional details

Person Responsible	Brian Emmans (brian_emmans@scps.k12.fl.us)

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.

We will monitor by assigning mentors to students with the highest number of incidents. The guidance counselor will go in monthly and provide classroom lessons on bullying. Administration will work with teachers to identify and predict where and when we are vulnerable for behavior situations to arise. A school-wide PBIS system is in place to provide expectations for all students.

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.

Longwood's PBIS team works together to build relationships, create incentives, teach lessons, and support students and their experience at school. The Schoolwide PBIS system is designed with a "house" theme. Each student is part of a "house" that has multiple grade levels represented and work to build a community within a community and build relationships with not only other students but also, teachers that may not be their homeroom teacher.

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

Stakeholders include but are not limited to teachers, students, families, paraprofessionals, clerical staff, restaurant staff, and administration.