Red Bug Elementary School

2021-22 Schoolwide Improvement Plan

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Red Bug Elementary School

4000 RED BUG LAKE RD, Casselberry, FL 32707

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0511

Demographics

Principal: Teresa Thacker   Start Date for this Principal: 1/7/2019

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)	53%
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: B (58%) 2017-18: A (64%) 2016-17: A (63%)
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.

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	48%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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.

Red Bug Elementary is dedicated to providing the highest level of education to all students while increasing achievement.

Provide the school's vision statement.

We believe all students can succeed with BUGS behavior; Be Responsible, Use Respect, Grow Every Day, and Stay Safe.

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
Sharpe, Christine	Principal	Oversee all operations of the school.
Sweeney, Kristin	Assistant Principal	Assist in overseeing all operations of the school.
Redding, Victoria	Instructional Coach	Support teachers/students with reading resources/strategies. Oversee Tier 2 and 3 Reading Interventions
Heins, Tami	Instructional Coach	Support teachers/students with math resources/strategies. Oversee Tier 2 and 3 Math Interventions
Hawley, Jason	Other	Support facilities and maintenance, school events, CSM, Test Coordinator
Bailey, Pam	School Counselor	Coordinate ESE and MTSS responsibilities, provide SEL resources/ training to staff, students

Demographic Information

Principal start date
Monday 1/7/2019, Teresa Thacker

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.*

11

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

754

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

9

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

1

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	122	127	125	128	111	143	0	0	0	0	0	0	0	756
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	3	0	1	0	0	0	0	0	0	0	0	9
Course failure in Math	1	3	4	1	2	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	21	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	25	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	1	14	10	21	0	0	0	0	0	0	0	0	0	46

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	6	7	1	15	32	0	0	0	0	0	0	0	64

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	4	5	5	7	4	5	0	0	0	0	0	0	0	30
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

Monday 8/30/2021

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	120	115	127	122	142	141	0	0	0	0	0	0	0	767
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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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	1	3	7	5	4	16	0	0	0	0	0	0	0	36
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	120	115	127	122	142	141	0	0	0	0	0	0	0	767
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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	2	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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	1	3	7	5	4	16	0	0	0	0	0	0	0	36
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				73%	67%	57%	71%	63%	56%
ELA Learning Gains				63%	61%	58%	63%	58%	55%
ELA Lowest 25th Percentile				47%	51%	53%	49%	47%	48%
Math Achievement				72%	70%	63%	74%	68%	62%
Math Learning Gains				60%	66%	62%	68%	62%	59%
Math Lowest 25th Percentile				31%	50%	51%	58%	46%	47%
Science Achievement				61%	62%	53%	64%	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	72%	67%	5%	58%	14%
Cohort Comparison						
04	2021					
	2019	71%	65%	6%	58%	13%
Cohort Comparison		-72%				
05	2021					
	2019	68%	64%	4%	56%	12%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	71%	3%	62%	12%
Cohort Comparison						
04	2021					
	2019	72%	72%	0%	64%	8%
Cohort Comparison		-74%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	62%	-2%	53%	7%
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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/42%	55/52%	82/75%
	Economically Disadvantaged	12/28%	15/33%	30/65%
	Students With Disabilities	4/40%	6/60%	7/78%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/35%	51/50%	68/63%
	Economically Disadvantaged	36/17%	17/40%	21/47%
	Students With Disabilities	4/36%	7/70%	6/67%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61/58%	73/63%	87/73%
	Economically Disadvantaged	31/58%	37/63%	43/70%
	Students With Disabilities	7/54%	7/54%	8/53%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/40%	70/64%	92/77%
	Economically Disadvantaged	17/35%	33/61%	43/70%
	Students With Disabilities	2/17%	10/77%	10/67%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/50%	70/63%	86/74%
	Economically Disadvantaged	16/30%	23/43%	34/61%
	Students With Disabilities	6/30%	6/29%	10/45%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/52%	70/63%	90/78%
	Economically Disadvantaged	18/36%	24/45%	39/71%
	Students With Disabilities	4/21%	7/33%	14/67%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/53%	71/56%	87/67%
	Economically Disadvantaged	25/44%	29/49%	38/62%
	Students With Disabilities	3/18%	3/18%	8/44%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/42%	77/62%	93/72%
	Economically Disadvantaged	21/38%	32/55%	38/62%
	Students With Disabilities	5/29%	7/41%	9/50%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/53%	70/58%	80/63%
	Economically Disadvantaged	19/37%	22/40%	28/50%
	Students With Disabilities	5/25%	4/20%	5/25%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/49%	73/60%	84/66%
	Economically Disadvantaged	18/37%	24/42%	29/51%
	Students With Disabilities	3/16%	6/29%	6/29%
	English Language Learners	0	0	0
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	33	37	21	43	16	18	24				
ELL	48	70		52	55		45				
ASN	85			77							
BLK	45			29							
HSP	68	62	36	60	33		65				
MUL	73			87							
WHT	70	64	25	72	47	13	65				
FRL	54	48	26	53	31	17	49				
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	31	41	35	33	24	18	17				
ELL	50	57	46	70	57						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	54			85							
BLK	62	60		59	40						
HSP	69	61	48	67	56	21	61				
MUL	68			74							
WHT	78	64	49	76	63	33	67				
FRL	66	57	43	63	52	30	47				
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	28	33	35	41	56	57	30				
ELL	50	67	83	75	71						
ASN	73	90		80	60						
BLK	53	65	50	60	50	45					
HSP	65	58	48	71	64	46	63				
MUL	80			90							
WHT	75	64	43	77	72	67	68				
FRL	63	65	48	68	64	55	53				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	85
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	59
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	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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	45
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 students with disabilities 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 students with 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 students with disabilities 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 Students with Disabilities

Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. 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 students with disabilities.
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:	Christine Sharpe (christine_sharpe@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	Christine Sharpe (christine_sharpe@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.

Red Bug is ranked #1 for saftey based on the Safe Schools report. Red Bug will continue the use of PBIS program for positive behavior.

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.

Positive Behavior Intervention Supports is a top priority at Red Bug. A common language has been developed for students' B.U.G.S. behavior along with expectations in each location of the school. STudents are recognized and rewarded for demonstrating positive behaviors on campus. Red Bug has been a PBIS Gold School for the past three years. This past year, Red Bug was recognized as a Resilient School.

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

Red Bug has a PBIS committee that meets monthly to plan events and expectations for the school year. The PTA works closely with the school to support the PBIS efforts and creates events for families to network. Each month the PTA hosts a spirit night at a local restaurant to support local businesses and to encourage family involvement in school events. Red Bug's Social Worker communicates regularly with a number of families to provide support and offer additional services, such as Families in Need and the SNAP program with Seminole County Sheriff's Office. These services provide counseling and resources to families in need.