Alafia Elementary School

2021-22 Schoolwide Improvement Plan

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Alafia Elementary School

3535 CULBREATH RD, Valrico, FL 33596

[no web address on file]

Demographics

Principal: Lisa Tierney Jackson

Start Date for this Principal: 6/16/2021

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)	41%
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 (68%) 2017-18: A (67%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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 Hillsborough 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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3535 CULBREATH RD, Valrico, FL 33596

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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	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

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SIP Authority

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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.

We will empower all students equitably with the opportunity and support in order to acquire the knowledge and skills necessary to reach their full potential.

Provide the school's vision statement.

Alafia Elementary students will be compassionate, connected, and contributing citizens in our ever-changing world.

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
Tierney Jackson, Lisa	Principal	Solicit members for SAC; Build SAC following procedures for SAC voting; Assist in creation of SIP; Ensure SIP is communicated to all stakeholders; Ensure staff SIP voting following procedures; Advertise meetings for SAC and Public; Build agenda with SAC input; Facilitate meetings. Lead development and monitoring of SIP. Maintain records and documentation of SAC meetings/votes/minutes.
Pletcher, Elizabeth	SAC Member	SAC Chair - Attend meetings; collaborate/ assist in planning of SIP; assist in SAC agendas -share ideas and areas of concern; assist in interpreting data; publishing SAC minutes for all stakeholders. Is a voting member of SAC.

Demographic Information

Principal start date
Wednesday 6/16/2021, Lisa Tierney Jackson

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.*
3

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
32

Total number of students enrolled at the school

620

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.

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	41	101	97	100	108	90	0	0	0	0	0	0	0	537
Attendance below 90 percent	0	12	7	5	12	5	0	0	0	0	0	0	0	41
One or more suspensions	0	2	1	1	2	0	0	0	0	0	0	0	0	6
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	2	0	0	1	0	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	3	6	0	4	0	0	0	0	0	0	0	0	0	13
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

Wednesday 6/16/2021

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	100	91	93	106	87	105	0	0	0	0	0	0	0	582
Attendance below 90 percent	0	1	1	1	0	0	0	0	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	11	6	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	11	0	0	0	0	0	0	0	25

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	1	0	0	0	1	0	0	0	0	0	0	0	2

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	2	1	2	0	2	0	0	0	0	0	0	0	7
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	100	91	93	106	87	105	0	0	0	0	0	0	0	582
Attendance below 90 percent	0	1	1	1	0	0	0	0	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	11	6	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	11	0	0	0	0	0	0	0	25

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	1	0	0	0	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	2	1	2	0	2	0	0	0	0	0	0	0	7
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				82%	52%	57%	76%	52%	56%
ELA Learning Gains				71%	55%	58%	64%	52%	55%
ELA Lowest 25th Percentile				68%	50%	53%	48%	46%	48%
Math Achievement				77%	54%	63%	74%	55%	62%
Math Learning Gains				64%	57%	62%	69%	57%	59%
Math Lowest 25th Percentile				37%	46%	51%	62%	44%	47%
Science Achievement				76%	50%	53%	75%	51%	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	80%	52%	28%	58%	22%
Cohort Comparison						
04	2021					
	2019	77%	55%	22%	58%	19%
Cohort Comparison		-80%				
05	2021					
	2019	82%	54%	28%	56%	26%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	54%	20%	62%	12%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	57%	22%	64%	15%
Cohort Comparison		-74%				
05	2021					
	2019	73%	54%	19%	60%	13%
Cohort Comparison		-79%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	51%	22%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten - iReady Reading and Math
1st-5th Grades - iReady Reading and Math
5th Grade Science - Teacher-made assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	50%	74%
	Economically Disadvantaged	50%	68%	78%
	Students With Disabilities	30%	46%	53%
	English Language Learners	8%	35%	46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	37%	68%
	Economically Disadvantaged	29%	51%	73%
	Students With Disabilities	21%	25%	52%
	English Language Learners	8%	15%	32%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	71%	83%
	Economically Disadvantaged	50%	58%	78%
	Students With Disabilities	30%	46%	53%
	English Language Learners	8%	35%	46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	56%	71%
	Economically Disadvantaged	29%	51%	73%
	Students With Disabilities	21%	25%	52%
	English Language Learners	8%	15%	32%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65%	76%	80%
	Economically Disadvantaged	50%	68%	78%
	Students With Disabilities	30%	46%	53%
	English Language Learners	8%	35%	46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	41%	71%
	Economically Disadvantaged	29%	51%	73%
	Students With Disabilities	21%	25%	52%
	English Language Learners	8%	15%	32%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	66	69
	Economically Disadvantaged	58%	68	78
	Students With Disabilities	30	46	53
	English Language Learners	8	35	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%	43	67
	Economically Disadvantaged	29	51	73
	Students With Disabilities	21	25	52
	English Language Learners	8%	15	32

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	60	66
	Economically Disadvantaged	50	58	78
	Students With Disabilities	30	46	53
	English Language Learners	8	35	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%	52	73
	Economically Disadvantaged	29%	51%	73
	Students With Disabilities	21	25	52
	English Language Learners	8	15	32
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	55%	65	67
	Economically Disadvantaged	35%	60%	62%
	Students With Disabilities	25%	28%	35%
	English Language Learners	8%	17%	35%

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	50	36	33	47	20	23				
ELL	64			64							
BLK	35			40							
HSP	63	57		57	33		50				
MUL	75			80							
WHT	75	60	46	79	74	50	70				
FRL	59	54	42	65	59	46	63				

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	57	61	58	57	50	25					
ELL	60			80							
ASN	91			91							
BLK	74	63		68	75						
HSP	77	67	71	64	49	13	72				
MUL	77	56		81	50						
WHT	85	75	68	82	69	50	80				
FRL	75	68	62	69	57	21	60				

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	37	33	44	55	50	33				
ELL	55			64							
ASN	83			92							
BLK	76	54		68	62						
HSP	76	70	55	70	76	78	68				
MUL	72	64		64	93						
WHT	75	63	43	76	66	50	81				
FRL	62	58	41	59	55	56	54				

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	63
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	76

ESSA Federal Index	
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	68
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	38
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	56
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	78

Multiracial Students	
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	65
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	58
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?

In looking at our progress monitoring data, our sub group, SWD, demonstrate the greatest needs across the content areas and across the grade levels.

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

Students with disabilities in looking at progress monitoring data and 2019 state assessments demonstrate the greatest need for improvement in the area of sub-groups. Math data trends indicate this is the subject area in most need of 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?

Our school previously had a great focus in our PLC's in working to increase ELA gains through RTi/MTSS process. We feel that with a balanced focus given to Math in our PLC discussions and work in MTSS, along with progress monitoring of data from MTSS in Math we can increase the number of students making learning gains in Math.

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

According to the 2019 FSA, our school's bottom quartile for ELA went from 48% in 2018 to 68% in 2019 with a gain of 20%.

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

We had a greater focus in our school RTi on making learning gains and the support of a full time reading Coach.

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

We will need to continue to use small group learning in ELA and accelerate learning at a higher level to continue gains.

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.

PD on the RTi process and new MTSS processes
PD on Acceleration for learners (acceleration process vs the remediation process)
PD in SEL and supporting SWD
PD in creating fluid small groups in ELA and Math based on progress monitoring data

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

Additional services that will be implemented as part of our school functions to promote student gains will be:
* Balance our RTi focus across the content areas in Math and ELA in our work in PLC's
*Focus on increasing Math BQ learning gains through progress monitoring data and creating fluid small groups for acceleration
* Invite SWD to after school tutoring for additional support in making learning gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Our school will have a focus on student achievement increasing through differentiation in our classrooms through small group instruction to accelerate student learning. The rational behind this priority is all students are expected to make gains; by differentiating in small group instruction student gains can be made. In studying our data and trends, it was evident ELA had a 20% increase in student gains between 2018-2019 because of a strong focus in RTI/small group instruction with appropriate interventions applied. It is our rational that with the same focus in Math, student gains will occur.
Measurable Outcome:	ELA student gains will increase from 57% to 60 % on the ELA FSA in 2022. Math student gains will increase from 63% to 65% on the Math FSA in 2022 .
Monitoring:	We will monitor our progress in ELA and Math through PLC discussions and through iReady data.
Person responsible for monitoring outcome:	Lisa Tierney Jackson (lisa.tierney-jackson@hcps.net)
Evidence-based Strategy:	PLC's focus on RTi (designing interventions based on best practices); Daily RTi in ELA and Math
Rationale for Evidence-based Strategy:	Our school had a great focus in our PLC's in working to increase ELA gains through RTi. We feel with a balanced focus given to Math in our PLC discussions and Response to Intervention, along with the monitoring of data from RTi we can increase the number of students making learning gains in Math and ELA. Using appropriate interventions, differentiated based on student needs will result in student gains.

Action Steps to Implement

Hold PLC/Collaboration meetings twice monthly across grade levels to discuss small group development in response to progress monitoring data and to discuss interventions differentiated to address needs of students in relation to data analysis
Quarterly data chats
Use of iReady in Reading and Math; use diagnostic data to assist in identifying students with needs; growth monitor
Provide ELP for ELA and Math; ensure SWD invited
Increase in focus on explicit instruction of vocabulary across content areas

Person Responsible	Lisa Tierney Jackson (lisa.tierney-jackson@hcps.net)

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.

Our school's discipline data, according to SafeSchoolsforAlex.org and our own discipline data collections, reflect we need to have a focus on decreasing the number of physical attacks. This past school year there was record of 12 physical attacks. The majority of these attacks were conducted by a small number of students (3). Two were students with special needs and were found to need a more restrictive environment. Our PSLT in conjunction with our regular education teachers and VE teachers in PLC's will monitor the behavioral needs of students. Where appropriate, FBA's and PBIP will be initiated and monitored with interventions. PSLT will need to monitor the interventions with fidelity. We will progress monitor on discipline needs using PLC notes, observations, RTi committee findings, SESIR and discipline reports weekly.

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.

Each year our stakeholders review our Mission and Vision statements to ensure they match our beliefs and provide equitably for all students.

Alafia has adopted the Sanford Harmony Curriculum for building and promoting a positive school culture. Our staff attended training in the use of Sanford Harmony school-wide. It has been adopted by our Guidance in providing class guidance lessons; the teachers use this platform for building classroom community. School wide we have a Harmony Committee that actively pursues methods that promote a positive school culture.

We have an active PSLT, Teacher leadership team (Steering), ILT, SAC, PTA, Student Government, RTi Committee, and PLC's that meet regularly to ensure we promote a positive school culture and environment that includes all stakeholders.

Alafia holds multiple events that includes local business partners. For example we hold a Kindergarten BooHoo Breakfast and Sneak Peek at the start of each year where many business partners and community partners join us in providing information as well as services to our families (such as Campo YMCA, Boy Scouts/Girl Scouts, Mathnasium, before and after school care givers). We also work with many business partners through out the school year in various events such as our Walk-a-thon, Spring Carnival and Math Night, to name a few.

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

Leadership team - PSLT - meets weekly to discuss all subgroups; review work of PLC's across the grade levels and across the content areas; review sub-group data; review triangulation of students in PLC's and interventions being used while reviewing progress monitoring data in relation to SEL data (risk assessments) to pin point needs; develop a plan and act on plan with teachers and staff; Provide PD in creating trauma sensitive classrooms and restorative circles

Teachers- Provide classrooms that are sensitive to student needs; build community - such as with Sanford Harmony/restorative circles/class meetings that promote a positive culture

Students- Expected to contribute to the positive community of the classroom and work to problem solve through the restorative process

Families - Partner with the teacher and school as a whole to promote a positive culture that puts students and safety first

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00