

Hillsborough County Public Schools

Clark Elementary School



2022-23 Schoolwide Improvement Plan

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Clark Elementary School

19002 WOOD SAGE DR, Tampa, FL 33647

[no web address on file]

Demographics

Principal: Delilah Rabe IR O

Start Date for this Principal: 6/15/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 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	2021-22: A (76%) 2018-19: A (71%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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Clark Elementary School

19002 WOOD SAGE DR, Tampa, FL 33647

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

Clark Elementary School will provide an educational atmosphere where all students are able to achieve success.

Provide the school's vision statement.

Clark Elementary School will provide all students the knowledge and skills necessary to reach their highest potential.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rabeiro, Delilah	Principal	Oversee day to day operations of the school.
Wackes, Kelly	Assistant Principal	The Assistant Principal will assist with the instructional, administrative, and operational leadership of an elementary school.
Addison, Aimee	School Counselor	The Counselor, Elementary School, is responsible for coordinating, and implementing the school's counseling services program to include academic advisement and counseling, developmental guidance, career development, career development, and parent/community involvement.
Shuaibi-Albustami, Sonia	Psychologist	The School Psychologist will coordinate and implement psychological services, which include academic and behavioral consultation emphasizing the problem-solving model, psychoeducational assessment, individual/group counseling, and crisis intervention. The School Psychologist will work collaboratively with administrators, teachers, other school personnel, parents, and various community agencies to support the educational needs of students.
Lilius, Michelle	ELL Compliance Specialist	The English Language Learners (ELL) Specialist will provide leadership in the facilitation, development, implementation, and evaluation of the district's instructional programs for English Language Learners (ELL). The ELL Specialist will support faculty, staff, and students in meeting academic standards.
Schieler, Debra	Other	The Exceptional Student Education (ESE) Specialist will provide site-based support in all areas of exceptional student education. This position will utilize program knowledge and leadership skills to work collaboratively with school, region, and district staff to provide supports for curriculum, instruction, behavior, compliance, and programmatic decisions. The ESE Specialist will assist the administrative team, ESE and general education teachers, school staff, parents, and students to ensure the provision of a free and appropriate public education (FAPE) and to improve the outcomes of students with disabilities.

Demographic Information

Principal start date

Monday 6/15/2020, Delilah Rabe IR O

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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

44

Total number of students enrolled at the school

758

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	79	124	118	150	124	125	0	0	0	0	0	0	0	720
Attendance below 90 percent	36	27	18	12	21	10	0	0	0	0	0	0	0	124
One or more suspensions	4	0	1	3	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	12	8	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	6	9	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	20	29	37	27	18	19	0	0	0	0	0	0	0	150

Using the table above, complete the table below with the number of students by current grade level who have 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	3	7	8	0	0	0	0	0	0	0	18

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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 6/27/2022

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	124	105	147	123	124	109	0	0	0	0	0	0	0	732
Attendance below 90 percent	43	27	29	23	25	9	0	0	0	0	0	0	0	156
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
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	18	0	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	7	9	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	18	0	0	0	0	0	0	0	0	0	18

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	2	4	0	0	0	0	0	0	0	0	6

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	11	20	22	15	18	0	0	0	0	0	0	0	86
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	124	105	147	123	124	109	0	0	0	0	0	0	0	732
Attendance below 90 percent	43	27	29	23	25	9	0	0	0	0	0	0	0	156
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
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	18	0	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	7	9	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	18	0	0	0	0	0	0	0	0	0	18

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	2	4	0	0	0	0	0	0	0	0	6

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	11	20	22	15	18	0	0	0	0	0	0	0	86
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	53%	56%				75%	52%	57%
ELA Learning Gains	73%						67%	55%	58%
ELA Lowest 25th Percentile	55%						42%	50%	53%
Math Achievement	89%	50%	50%				83%	54%	63%
Math Learning Gains	84%						85%	57%	62%
Math Lowest 25th Percentile	73%						67%	46%	51%
Science Achievement	82%	59%	59%				75%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	52%	22%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	78%	55%	23%	58%	20%
Cohort Comparison		-74%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	54%	21%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	88%	57%	31%	64%	24%
Cohort Comparison		-75%				
05	2022					
	2019	81%	54%	27%	60%	21%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	51%	21%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	53	42	60	69	65	44				
ELL	82	71	62	96	89		57				
ASN	90	85		95	96		93				
BLK	67	62	50	88	78	80	81				
HSP	69	73	65	86	81	62	67				
MUL	64	58		86	75						
WHT	83	72	50	89	82	64	82				
FRL	61	66	56	84	74	72	62				
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	37	33		44	43		33				
ELL	77	79		84	89		77				
ASN	91	83		94	93		91				
BLK	62	83		59	67	60	54				
HSP	68	81		77	87		65				
MUL	76			88							
WHT	76	63		87	89		75				
FRL	66	82	67	69	76	63	61				
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	39	30	41	61	53	40				
ELL	75	79		84	90	75	79				
ASN	93	85		99	96		92				
BLK	51	44	29	58	68	52	40				
HSP	65	64	47	82	86	82	70				
MUL	87	77		87	92						
WHT	83	70		87	85		94				
FRL	61	55	39	71	76	63	60				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	611

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	76
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	72
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA lowest 25%

We made gains in this area, however, it is the lowest achieving area. Only 56% of the BQ made gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA lowest 25%

We made gains in this area, however, it is the lowest achieving area. Only 56% of the BQ made gains

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

*Lack of Differentiation and small group instruction.

*Increase the effectiveness of Progress Monitoring through the use of Response to Intervention when planning differentiated instruction in order to close the achievement gaps between subgroups.

*Student driven with Response to Intervention during PLC.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA Learning Gains. ELL subgroups, and iReady

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

Data Chats, Team Collaborations & PLCs, Feedback on instructional practice & Progress Monitoring.

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

Incorporate Acceleration to address unfinished 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.

PD on Response to Intervention
Monthly meetings with school content teacher leader
Differentiation PD
District ELA & Math PDs

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

Implement systems of support to build capacity amongst teachers and build strong collaborative teams that analyze student data to plan for and drive their instruction to meet the needs of individual learners.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will use Response to Intervention when planning differentiated instruction in order to close the achievement gap between subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for this year is as follows:
80% ELA Proficiency, 76% ELA Learning Gains, 60% ELA BQ.
90% Math proficiency, 85% Math Learning Gains, 74% Math BQ
83% Science Proficiency

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor through MTSS, PLCs, data chats, report card reviews, and ILT.

Person responsible for monitoring outcome:

Delilah Rabeiro (delilah.rabeiro@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Small Group instruction
2. Standards based instruction
3. iReady

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Effective, research-based strategies

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Structures for Response to Intervention and job-embedded PD for teams
2. Feedback to teams from admin on PLCs
3. Walkthroughs & Observations
4. Quarterly data chats
5. Weekly admin and ILT meetings to review students and progress

Person Responsible

Delilah Rabeiro (delilah.rabeiro@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Creating a school environment that is safe and characterized by mutual respect allows for effective teaching and learning to take place. Clark Elementary provides constant monitoring of hallways, bathrooms, classrooms, and the playground areas by personnel before, during, and after school. Safety Teams, such as an Elopement Team, are established during pre-planning, and those specially trained faculty and staff carry walkie talkie radios. Clark Expectations are posted inside each classroom. The expectations are taught to students, and they are expected to be followed throughout the school. Students are rewarded for following the Clark Expectations with Cougar Cash and positive reinforcement. Special events and educational programs, such as "Wear Green Day" for positive mental health, and "Wear Blue for Bully Prevention" also helps to promote a safe and respectful learning environment. Most importantly, the teachers and faculty of Clark Elementary show students respect and encourage them to be successful by setting clear and concise classroom expectations, rewarding positive behavior, and helping students set both academic and behavior goals.

Clark also offers a HOST program. Monthly Guidance Lessons, Mindsetter of the Month, Positive Behavior Support, and follows CHAMPs in the Cafeteria, Lunchroom, and other common areas. Teacher survey parents and students regarding each student's needs, likenesses, cultures, traditions, and additional relevant information. Teachers conference with students and parents to identify strengths, specific areas of need. Other programs and events include: Meet the Teacher, Kindergarten Parent Orientation, Student-Led Conferences. Fall into Books, STEM Fair Showcase, STEM Hub, Veteran's Day Assembly, Kindergarten Holiday Traditions, Multicultural Night and International Bazaar, PTA Family Nights at area restaurants, Student Planners (2nd- 5th), Communication Folders, and the Great American Teach-In.

Throughout the year, best practices by faculty and staff are highlighted and celebrated. WOW Wednesdays provide a mid-week snack for teachers. Positive notes are given to faculty and staff throughout the year to encourage and empower teachers and staff. Clark Elementary is a great place to work and learn.

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

Delilah Rabeiro, Principal
 Kelly Wackes, Assistant Principal
 Aimee Addison, Guidance Counselor
 Michelle Lilius, ELL Resource Teacher
 Debra Schieler, ESE Specialist
 Sonia Shuaibi-Albustami, Psychologist
 Darlene Classen, Social Worker
 ALL instructional and non-instructional staff
 Students, Parents & PTA