

Hillsborough County Public Schools

Alafia Elementary School



2022-23 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: 8/1/2022

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)	41%
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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (68%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Alafia Elementary School

3535 CULBREATH RD, Valrico, FL 33596

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">41%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">46%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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.

We will empower all students with 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

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
Tierney Jackson, Lisa	Principal	Solicit members for SAC; Share SAC By Laws; Build SAC following procedures for SAC/SIP 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

Monday 8/1/2022, Lisa Tierney Jackson

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.*

3

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

31

Total number of students enrolled at the school

640

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.

6

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	87	114	104	102	93	111	0	0	0	0	0	0	0	611
Attendance below 90 percent	2	20	15	14	13	14	0	0	0	0	0	0	0	78
One or more suspensions	0	2	2	3	1	8	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	13	20	9	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	11	15	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	2	23	25	17	25	25	0	0	0	0	0	0	0	117

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	1	3	2	3	0	0	0	0	0	0	0	9

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	2	7	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 8/29/2022

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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	2	3	0	0	0	0	0	0	0	9

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	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	64%	53%	56%				82%	52%	57%
ELA Learning Gains	59%						71%	55%	58%
ELA Lowest 25th Percentile	58%						68%	50%	53%
Math Achievement	73%	50%	50%				77%	54%	63%
Math Learning Gains	65%						64%	57%	62%
Math Lowest 25th Percentile	62%						37%	46%	51%
Science Achievement	60%	59%	59%				76%	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	80%	52%	28%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	77%	55%	22%	58%	19%
Cohort Comparison		-80%				
05	2022					
	2019	82%	54%	28%	56%	26%
Cohort Comparison		-77%				

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	74%	54%	20%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	79%	57%	22%	64%	15%
Cohort Comparison		-74%				
05	2022					
	2019	73%	54%	19%	60%	13%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	51%	22%	53%	20%
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	24	46	47	46	64	58					
ELL	48	56		57	81						
BLK	35	64		19	64		20				
HSP	64	64	50	69	62	56	43				
MUL	71	64		71	57						
WHT	66	55	63	81	68	71	73				
FRL	57	57	64	63	60	58	50				
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				

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)	ATSI
OVERALL Federal Index – All Students	63
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	
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	61
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	68
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	58
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?

In looking at our progress monitoring data and FSA data, our sub group of Black students demonstrated the greatest needs across the content areas and across the grade levels 3,4, and 5.

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

According to our Progress monitoring data and state FSA from 2022, our sub group of Black students demonstrated the greatest need for improvement. Math data trends indicate this is the subject area in most need of improvement, followed by Science and then ELA.

- 19% - Math Ach
- 20 %- Science Ach
- 35 % - ELA Ach

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

According to 2022 FSA data, 19% of our Black students were proficient at Math in grades 3,4, and 5. 64% of our Black students made learning gains in Math. We found that our Black students needed more foundation and prerequisite skills to not only make gains, but to become proficient in the area of Math. Many students had gaps in learning from the prior year of eLearning and the disruption to their education. This in turn also lent itself to students demonstrating SEL needs. Through progress monitoring, PLC discussions for planning for intervention in the MTSS process at Tier 1, Tier 2 & Tier 3;

differentiated learning groups and resources, along with after school support through ELP, we will address this need for improvement.

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

According to the 2022 FSA , our school's bottom quartile for Math went from 50% in 2021 to 62% in 2022, with a gain of 12%.

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

Contributing factors to the improvements for our Math BQ were: Progress Monitoring using common assessment such as Math Monthlies; Progress Monitoring discussion held in PLC's to support the MTSS process; use of differentiation in small group instruction and resources to support tiered needs, along with support through the ELP/after school tutoring program.

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

We will need to utilize the following strategies in order to accelerate learning: frequent progress monitoring using common assessments; facilitate PLC discussions supporting the MTSS process with intervention dependent on tiered needs; PSLT review of progress monitoring data to support invitation to after school tutoring; use of differentiation in instruction to address tiered needs (small group and resources).

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 new progress monitoring tools so grade levels can select progress monitoring they choose to use as a unit

PD on MTSS process as related to new state progress monitoring (FAST/STAR)

PD on Math: BEST standards; district math instructional guides

PD on creating fluid small groups based on progress monitoring data for differentiation

PD on SEL/behavior support to address students and trauma needs

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 MTSS/RTi focus across the content areas in our work in PLC's and ILT

* Continued focus on increasing Math and ELA BQ learning gains through progress monitoring data and creating small fluid small groups for acceleration

*Continued focus on working with students through trauma/SEL needs in use of Sanford Harmony; Restorative circles and meetings; Girls with Confidence program

*PSLT will monitor behavior data, attendance data, progress monitoring course data along with SEL data through Kognito to identify students with indicators for learning needs as related to SEL in order to design intervention and implement as appropriate through MTSS process

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. According to the 2022 state assessment data, our sub group of Black students demonstrated the greatest need for improvement. Math data trends indicate this is the subject area in most need of improvement. 19% of our Black students were proficient in Math FSA in 2022, as compared to our highest sub groups of White students at 81%, Multi-Racial students at 71%, and Hispanics at 69% for the Math FSA in 2022. In 2019 our Black sub group was at 68% proficient in Math according to the 2019 Math FSA. That is a significant drop from 68% in 2019, to 40 % in 2021 and then 19% in 2022. It should be noted that within our Black sub group 64% made gains in learning according to the 2022 Math FSA. We need to increase the number of Black students proficient in Math and continue a high rate of learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Alafia's sub group of Black/African American students will increase Math achievement by 50% as compared to PM1 (September) to PM3 (May) in the state progress monitoring assessment for 2022-2023 school year for grades 3, 4 and 5.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. We will monitor our progress for our Black sub group of students in Math through PM1 results and PM 2 results in Math, as well as through grade level PLC's using grade level progress monitoring data. PSLT will monitor monthly, attendance data, behavior data, and course data communicated by PLC's, and our data chats with individual teachers for our Black sub group.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being Grade level and content area PLC's focus on the MTSS process for tiered students and design intervention based on best practices, dependent on student needs. Differentiated instruction/resources/instructional groups that are fluid in order to support using interventions based on students' individualized needs.

implemented for this Area of Focus.

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

Our school has a great focus within our PLC's in working to increase student gains. By identifying barriers for students as individuals within our Black sub group, we can identify appropriate interventions and differentiated groupings/instruction/ resources to close learning gaps which will result in learning gains.

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.

- * 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 with members from PSLT
- * Use of state assessments PM1 and PM2 to assist in identification of students with needs and to growth monitor
- * Provide ELP for Math
- * PSLT review attendance data, behavior data, progress monitoring data shared by grade level PLC's monthly in order to progress monitor students in our Black sub group and design intervention to share with PLC's as appropriate for increased learning gains

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

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.

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, RTi/MTSS 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 VPK/Kindergarten and 1st-5th grade 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.

We have various opportunities for our student to demonstrate leadership skills such as through Safety Patrol Program; WAOK; USS Alafia for students in military families; and Gator Helpers.

Starting this year we have the program "Girls with Confidence" program at our school.

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

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