

Hillsborough County Public Schools

Lincoln Elementary Magnet School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Lincoln Elementary Magnet School

1207 E RENFRO ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Ann Rushing

Start Date for this Principal: 8/2/2022

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)	94%
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: B (54%) 2018-19: B (55%) 2017-18: B (54%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Lincoln Elementary Magnet School

1207 E RENFRO ST, Plant City, FL 33563

[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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lincoln Elementary Magnet will promote the growth of life-long learning and academic excellence through inquiry to make the world a better place.

Provide the school's vision statement.

Lincoln lions, excelling academically while exploring the 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
Rushing, Ann	Principal	Instructional Leader of the School Plans and Guides the professional development needs of the teachers to meet the needs of the students Involved in grade level PLCs so that instruction and learning is moving forward Oversees the budget, facility, and operations of the school
Keel, Sara	Magnet Coordinator	Plans and guides the professional development needs of the staff for our PYP IB School Collaboratively plans each week with all grade levels on their Units of Study Guides the staff with all things PYP Monitors and completes all paperwork for PYP
Giblin, Anna	Assistant Principal	Instructional Leader of the School Plans and Guides the professional development needs of the teachers to meet the needs of the students Involved in grade level PLCs so that instruction and learning is moving forward
Hughes, Anne	Teacher, ESE	Teacher of ESE Students SAC Chair

Demographic Information

Principal start date

Tuesday 8/2/2022, Ann Rushing

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.*

0

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.*

8

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

524

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

8

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	73	79	87	88	73	89	0	0	0	0	0	0	0	489
Attendance below 90 percent	1	26	15	7	8	6	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	11	10	12	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	10	17	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	1	0	0	0	0	0	0	0	0	1

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	1	6	2	8	0	0	0	0	0	0	0	0	0	17
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 8/22/2022

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	65	92	82	74	79	67	0	0	0	0	0	0	0	459
Attendance below 90 percent	8	11	13	8	11	8	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	8	3	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	9	13	0	0	0	0	0	0	0	27
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	0	0	3	0	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	2	6	0	1	0	0	0	0	0	0	0	0	0	9
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	65	92	82	74	79	67	0	0	0	0	0	0	0	459
Attendance below 90 percent	8	11	13	8	11	8	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	8	3	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	9	13	0	0	0	0	0	0	0	27
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	0	0	3	0	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	2	6	0	1	0	0	0	0	0	0	0	0	0	9
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	60%	53%	56%				67%	52%	57%
ELA Learning Gains	63%						57%	55%	58%
ELA Lowest 25th Percentile	49%						41%	50%	53%
Math Achievement	67%	50%	50%				66%	54%	63%
Math Learning Gains	63%						61%	57%	62%
Math Lowest 25th Percentile	31%						35%	46%	51%
Science Achievement	48%	59%	59%				55%	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	64%	52%	12%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	80%	55%	25%	58%	22%
Cohort Comparison		-64%				
05	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-80%				

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	70%	54%	16%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	73%	57%	16%	64%	9%
Cohort Comparison		-70%				
05	2022					
	2019	53%	54%	-1%	60%	-7%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	51%	4%	53%	2%
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	22	29	20	21	28	9					
ELL	56	57		81	71						
ASN	96	94		100	83						
BLK	33	53	48	42	49	33	21				
HSP	65	60		76	68		60				
MUL	64			64							
WHT	77	63		79	63		70				
FRL	44	58	53	53	53	30	27				
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	24			32							
ELL	67			78							
ASN	96			100							
BLK	38	53	60	31	42	50	28				
HSP	65	50		68	55		65				
MUL	91			64							
WHT	83	84		79	74		76				
FRL	54	53	57	48	45	50	45				
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	28	41	29	33	48	41	18				
ELL	50			33							
ASN	100	79		100	95						
BLK	41	49	46	40	38	29	26				
HSP	63	48		65	55		44				
MUL	90			70							
WHT	80	64		80	76		87				
FRL	53	50	41	50	47	37	43				

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	51
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	30
Total Points Earned for the Federal Index	411

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	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	93
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	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	66
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	64
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	70
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	45
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?

- Our 3rd Grade students decreased by 2 points in ELA from 2020 and increased by 6 points in Math from 2020.
- Our 4th Grade students increased by 6 points in ELA from 2020 and increased by 16 points in Math from 2020.
- Our 5th Grade students decreased by 15 points in ELA from 2020, decreased by 5 points in Math and decreased by 15 points in Science.
- Our 3rd Grade Black students decreased by 1 point in ELA and increased by 11 points in Math.
- Our 4th Grade Black students increased by 6 points in ELA and increased by 22 points in Math.
- Our 5th Grade Black students decreased by 11 points in ELA and increased by 6 points in Math.
- Our 3rd Grade SWD increased by 7 points in ELA and decreased by 13 points in Math.
- Our 4th Grade SWD remained the same with 22 percent proficiency and decreased by 14 points in Math.
- Our 5th Grade SWD remained the same with 10 percent proficiency in ELA and Math.

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

1. Our greatest need is meeting the needs of our Black students and Students with Disabilities in reading, math, and science.
2. We need to continue to monitor our BQ students so they make at least one year's worth of growth.

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

1. Loss of instructional time during the pandemic, new teachers to 3rd grade
2. New actions--Teachers will use data driven instruction to design, reteach, and enrich student learning.

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

Math proficiency went from 63% to 67%, and Math gains went from 62% to 63%

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

Contributing Factors

1. The Math DRT did trainings with our teachers, planned with our teachers, and helped them utilize the data to plan instruction.
2. New Action--The Math DRT, Principal, and AP did monthly walkthroughs with the all teachers from January until March. We looked for bite sized feedback we could give teachers that would make a positive impact on student achievement.

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

Math--We need to continue doing the practices we were doing last year. Manipulatives also need to be used in all grade levels to help with the concrete reasoning.

Reading-- exposure to on grade level text and targeted small group instruction

Science--Long Term Investigations need to be done throughout the year, enhance vocabulary instruction and apply concepts they have been taught.

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-Technology, Data, How to Disaggregate and Utilize to make a difference with student achievement, ELA-Wonders Implementation, Guided Reading, Writing Training, Math--Next Steps from previous year & new curriculum--resources, Science--how to use resources to align with our PYP Planners, vocabulary, and how to apply learner

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

1. Monthly Grade Level Data PLCs, PYP Weekly Planning Sessions, Weekly Collaborative Planning, ILT
2. Continue walkthroughs with actionable feedback
3. Monthly Professional Development based on needs and teacher interest

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 Science

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

Our science scores dropped 15 points from the previous year from 63% to 48%.

Measurable Outcome:

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

We would like to increase from 48% proficiency to 58% proficiency.

Monitoring:

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

Monthly walkthroughs, science mini-assessments, district beginning and middle of year assessments

Person responsible for monitoring outcome:

Ann Rushing (ann.rushing@hcps.net)

Evidence-based Strategy:

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

Long Term Investigations, Enhance Vocabulary Instruction, Provide opportunities for application of learning, Data PLC for Science

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Meeting the needs of all students

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. Long Term Investigations conducted to meet grade level science standards.
2. Formative assessment methods to design, reteach, and enrich student learning.
3. Opportunity to use data for instructional decision making.
4. Opportunities for students to apply the knowledge they have learned.

Person Responsible

Ann Rushing (ann.rushing@hcps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

After looking at our data, our Black students and SWD are not making adequate growth compared to other subgroups.

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

We want our SWD to improve their learning gains from 29% to 34% in ELA.
 We want our Black students to improve their learning proficiency from 33% to 38% in ELA.

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

Weekly walkthroughs, formative assessments, data PLCs with team.

Person responsible for monitoring outcome:

Ann Rushing (ann.rushing@hcps.net)

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

Small group instruction, scaffolding and differentiation, utilizing on grade level text, weekly collaborative team planning.

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

Professional Literature

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. Weekly Walkthroughs
2. Formative assessment methods to design, reteach, and enrich student learning.
3. Opportunity to use data for instructional decision making.

Person Responsible

Ann Rushing (ann.rushing@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.

Lincoln Elementary Magnet School is a fully authorized International Baccalaureate World School. We believe in educating the entire child. Beginning in Head Start, our students are taught the Learner Profile Attributes which are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, and Reflective. Our students and staff model these attributes each day. We also believe in students and teachers having voice, choice, and ownership. This helps to create a positive

school culture and environment. Our school has an active PTA and Instructional Leadership Team. We have activities and traditions for parents, students, and teachers. Students and adults are taught to take action on things that matter. We have many clubs where students can lead by example. We desire for our students to make a positive difference in our world.

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

Students-Model attributes of the Learner Profile, Take action on what they have learned to make the world a better place

Teachers & Other Staff Members-Model attributes of the Learner Profile, Take action on certain projects that speak to them, Participate in school-wide projects, Sponsor school clubs

Parents-Support the Learner Profile, Sponsor school clubs