Samuel W. Wolfson High School

leadership
analysis
Florida
college and career
students
ambitious
mission
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
supportive environment
vision
learning
growth

2022-23 Schoolwide Improvement Plan

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Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

http://www.duvalschools.org/wolfson

Demographics

Principal: Christopher Begley

Start Date for this Principal: 7/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	33%
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 (72%) 2018-19: A (64%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Duval 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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Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

http://www.duvalschools.org/wolfson

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)
High School 9-12	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Samuel Wolfson School for Advanced Studies and Leadership fosters academic excellence through comprehensive curricula and rigorous studies.

Provide the school's vision statement.

Pursuit of excellence through valor, integrity and perseverance.

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
Begley, Christopher	Principal	The principal provides a common vision for the use of data-based decision-making and ensures adequate Professional Development to support instructional implementation. He also communicates with parents regarding school-based plans and activities. The principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements
Lucas, Janetta	Assistant Principal	The Assistant Principal of Curriculum who serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. In addition, the APC ensures that students are properly scheduled to help ensure the mission and vision of the school is accomplished in order to prepare students for a post-secondary education.
Dieye, Khalifa	Assistant Principal	The assistant principal serves as an instructional leader by providing regular feedback to teachers and working directly with Math teachers on instructional improvements. He will use evidence-based intervention strategies for children "at risk;" and assist in the design and implementation for progress monitoring. In addition, he will provide support for assessment and implementation monitoring to help students master the standards.

Demographic Information

Principal start date
Saturday 7/30/2022, Christopher Begley

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.*

1

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

55

Total number of students enrolled at the school

939

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

5

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

8

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	0	0	0	0	0	0	0	0	0	302	258	211	171	942
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	22	21	22	96
One or more suspensions	0	0	0	0	0	0	0	0	0	23	13	10	1	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	37	4	5	51
Course failure in Math	0	0	0	0	0	0	0	0	0	5	33	22	30	90
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	20	8	1	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	17	28	22	8	75
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	0	0	0	0	0	10	36	14	13	73

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	0	0	0	0	0	0	6	24	1	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	9	2	1	14

Date this data was collected or last updated

Saturday 7/30/2022

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	0	0	0	0	0	0	0	0	0	292	309	186	139	926
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	17	16	8	64
One or more suspensions	0	0	0	0	0	0	0	0	0	20	29	13	13	75
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	36	20	11	77
Course failure in Math	0	0	0	0	0	0	0	0	0	12	53	16	19	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	10	11	6	9	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	87	3	2	201
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	0	0	0	0	0	0	38	57	20	14	129

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	0	0	0	0	0	0	0	0	10	32	15	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	11	2	2	16

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	0	0	0	0	0	0	0	0	0	292	309	186	139	926
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	17	16	8	64
One or more suspensions	0	0	0	0	0	0	0	0	0	20	29	13	13	75
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	36	20	11	77
Course failure in Math	0	0	0	0	0	0	0	0	0	12	53	16	19	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	10	11	6	9	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	87	3	2	201
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	0	0	0	0	0	0	38	57	20	14	129

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	0	0	0	0	0	0	0	0	10	32	15	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	11	2	2	16

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	75%	45%	51%				63%	47%	56%
ELA Learning Gains	65%						50%	48%	51%
ELA Lowest 25th Percentile	49%						41%	42%	42%
Math Achievement	56%	37%	38%				50%	51%	51%
Math Learning Gains	56%						55%	52%	48%
Math Lowest 25th Percentile	68%						57%	47%	45%
Science Achievement	69%	43%	40%				73%	65%	68%
Social Studies Achievement	100%	53%	48%				79%	70%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	67%	4%	67%	4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	68%	11%	70%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	57%	-4%	61%	-8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	61%	-14%	57%	-10%

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	41	61	44	38	48	64	33				
ELL	37	59		31	71		40				
ASN	80	70									
BLK	54	54	43	38	47	78	53	100		95	88
HSP	67	62	70	45	54		57			86	83
MUL	67	54									
WHT	84	69	49	70	60	53	86	100		98	95
FRL	64	59	48	48	52	62	50	100			

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	36	54	50	13	12	9					
ELL	38	67	67	43	50					90	
ASN	63	53		36							
BLK	46	50	39	17	20	25	42	80		97	86
HSP	57	50	37	56	29			70		93	96
MUL	53	47		42	30						
WHT	84	71	52	73	29	27	94	94		100	95
FRL	56	57	50	28	21	18	71			95	93

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	38	29		20	55					83	60
ELL	25	39	42	42	71		45			91	90
ASN	31	40		73						100	73
BLK	45	45	40	36	38	43	51	72		92	77
HSP	62	41	30	48	53		74	83		92	91
MUL	71	64					60				
WHT	87	61		73	76	92	93	92		96	84
FRL	49	44	35	42	41	52	54	76		92	79

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	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	778
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	49
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	75
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	65
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	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	61
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	76
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	60
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?

The trend shows that students in all categories scored higher in proficiency in ELA, Math and U.S History.

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

The data shows that our greatest need for improvement is Biology.

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

The contributing factor was a new teacher and the lack of foundational knowledge loss during the pandemic. This year we have hired a veteran teacher with expertise knowledge in preparing students for Biology with hands on instruction. Students will take a baseline assessment and periodic Progress monitoring assessments to gauge the students knowledge throughout the course leading up to the EOC. In addition, the teacher will be utilizing the resources provided by the district for extended enrichment.

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

Most improvement was shown in over all areas: reading & math proficiency, gains and lowest 25%. In addition, History proficiency went from 89% to 100%..

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

We offered pull out small group tutoring by teachers, Saturday workshops and during lunch one-on-one tutoring by NHS students.

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

Continue with consistency to offer the pull out, and one-on-tutoring earlier in the year and continuing up until the testing season. We will also implement "blitz" or "bootcamp" sessions throughout the year.

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.

We offer district support workshops as well as PLC and common planning.

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

We have employed an Interventionist for Math that is providing pull out and push in services in the math department. We are seeking additional community stakeholders and business partners that can provide additional support in the content areas. Students such as high achieving IB student, AP students and National Honor Societies, will continue to provide tutoring and small group help in all subject areas.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Ensure that all students at Samuel Wolfson School for Advanced Studies are offered the equivalent experience that they will see in the assessments at the end of the year. The majority of classroom grades and scores on summative and/or end of year assessments have limited correlation.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The vast majority of our current teachers will implement classroom assessments that are aligned to the complexity of the standards as measured by the standards walkthrough document.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The administrative team will review the assessment strand of the Instructional walkthrough form to see if the teachers questions to check for understanding are aligned to the complexity of the standards on the FSA.
Person responsible for monitoring outcome:	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To facilitate PLC and common planning to create equivalent experiences aligned to assessments would ensure ALL students develop the capacity to understand content that is complex and challenging.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students that develop the capacity to understand content that is complex and challenging, will directly impact performance on assessments.

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. Teachers collaborate to identify targeted content aligned to the standards.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

2. Teachers review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

3. Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

4. Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

5. Admin to conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

6. Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

7. Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

8. Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Teacher/Student Connection	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Ensure that all students at Samuel Wolfson School for Advanced Studies enrich their partnership of trust with teachers. According the 5Es survey, Wolfson students could increase their connection of trust.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The vast majority of our current teachers will implement classroom protocols that will raise the confidence of the students that they have a genuine connection with their teachers. This will be measured by an increase in the 5Es standard of teacher/student connection.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	While conducting instructional standards-based classroom visits, the administrative team, along with the instructional coach, will observe the teacher-student relationships for rapport. In addition, some students are strategically scheduled based on their instructional learning styles and data.
Person responsible for monitoring outcome:	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To facilitate faculty meeting, PLCs and common planning to create procedures and protocols to make elevate the connection between students and teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students who develop the confidence in teacher/student relationships will directly impact performance on assessments and grades.

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. Teachers will participate in either coaching, tutoring, sponsoring of clubs to build relationships with students.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

2. Teachers will input grades in a more timely manner - not just what is expected in their contract.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

3. Teachers will employ a system of logging in turned in assignments so that the students feel confident that their work is not being lost.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

4. Teachers will quickly give feedback on assigned material so that the students do not have a delay in their learning.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

5. Teachers will grade and log into FOCUS all assignments so that students and parents are ensured receipt of the work giving validation to their effort.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

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.

All stakeholders are invited to all events and activities held at Wolfson School for Advanced Studies and Leadership. The events are advertised on the school's social media outlets, sent via remind, and on the school's calendar, which can be viewed from our website daily. The school host a plethora of events and information is translated in different languages since we have students and parents who speak other languages. Parents of ESE students are also encouraged to attend events and give input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes school messenger in Focus and phone calls to communicate important information for students, parents and/or guardians. During school events, stakeholders are encouraged to give feedback and input as to what would enhance their Wolfpack experience.

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

We have an outstanding partnership with Vystar who interviews our students and employ them during a paid summer internship. These students work throughout the school year in our on-campus Vystar bank. Our parent Organizations - SAC, PTSA & FOW (Friends of Wolfson) serve a dynamic role for providing funds and time to support the Wolfpack community and school as a whole. These organizations have done campus clean-ups and provided funds to help with student incentives throughout the year.