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Parkside Elementary School

10257 NW 29TH ST, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Laneia Hall

Start Date for this Principal: 7/1/2013

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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: C (53%) 2018-19: B (56%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Broward 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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Parkside Elementary School

10257 NW 29TH ST, Coral Springs, FL 33065

[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;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">93%</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;">82%</p>

School Grades History

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

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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.

Parkside Elementary is committed to educating all students to reach their highest potential.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's 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
Hall, Laneia	Principal	
Andriesse, Mark	Assistant Principal	
Wilkerson, Lakay	Reading Coach	

Demographic Information

Principal start date

Monday 7/1/2013, Laneia Hall

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.*

10

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

777

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.

3

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	138	124	125	121	148	129	0	0	0	0	0	0	0	785
Attendance below 90 percent	47	34	28	37	46	32	0	0	0	0	0	0	0	224
One or more suspensions	0	0	4	6	15	14	0	0	0	0	0	0	0	39
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	26	31	25	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	24	29	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	7	35	19	17	11	12	0	0	0	0	0	0	0	101

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	9	27	13	28	46	29	0	0	0	0	0	0	0	152

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	11	21	14	15	9	6	0	0	0	0	0	0	0	76
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

Thursday 9/1/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	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	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0
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	54%	58%	56%				64%	59%	57%
ELA Learning Gains	59%						64%	60%	58%
ELA Lowest 25th Percentile	49%						63%	54%	53%
Math Achievement	58%	54%	50%				67%	65%	63%
Math Learning Gains	64%						59%	66%	62%
Math Lowest 25th Percentile	59%						33%	53%	51%
Science Achievement	30%	59%	59%				43%	46%	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	63%	60%	3%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-63%				
05	2022					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-59%				

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	69%	65%	4%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-69%				
05	2022					
	2019	69%	64%	5%	60%	9%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	49%	-5%	53%	-9%
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	25	46	43	30	34	45	12				
ELL	56	61	50	56	64	50	33				
ASN	77	70		69	80						
BLK	42	53	33	42	54	42	26				
HSP	63	67	64	67	66	56	35				
MUL	52	38		64	69						
WHT	50	58	67	57	69	100	18				
FRL	45	54	43	51	61	53	25				

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	33	37	27	20	12	17				
ELL	55	34	18	49	28		19				
ASN	74	50		63	50						
BLK	51	36	31	40	17	13	21				

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
HSP	57	39	36	48	31		23				
MUL	55			33							
WHT	64	51	60	53	37		40				
FRL	49	34	30	38	25	8	16				
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	50	57	41	45	30	17				
ELL	63	59	69	69	55	20	29				
ASN	86	65		82	76						
BLK	56	55	57	56	54	39	32				
HSP	67	68	64	73	59	21	41				
MUL	75	64		90							
WHT	62	70	83	67	59	27	50				
FRL	60	60	58	62	54	32	33				

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	54
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	59
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	74
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	42
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	60
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	56
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	60
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	48
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?

Proficiency in ELA decreased, particularly in 3rd grade and with students who scored at Level 3. Our Science results were the lowest we have ever had. They have been in decline over the last several years.

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

We need to make progress in Science school wide and improve learning gains for our Students with Disabilities.

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

We see a trend of decreasing Science achievement. Some factors that we believe are key to turning this trend around are maximizing the amount of time students spend on Science, improving teaching practices for teachers who are less comfortable in Science at every grade level, increase the use of science journals and hands on activities, structure pull out groups for ESE students so they are not missing Science instruction.

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

We performed well in math by focusing on the students who needed an extra push. We provided targeted support for students who had a good chance of moving from a Level 2 to a Level 3.

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

We utilized our ESSER teacher for math interventions that coordinated with the standards that the classroom teacher was working on. This provided reinforcement or remediation. Collaborative planning was important to ensure that struggling students were working to understand grade level standards.

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

We are conducting a great deal of science professional learning through grade level PLCs and support from our school District's instructional specialist in science. Science vocabulary, online resources, planning, non-fiction reading, and the 5E instructional model are important areas of focus.

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.

Each grade level is conducting a Science PLC that includes analysis of assessment data and support for teachers who need more comfort with the science standards. Primary and Intermediate sessions with the instructional specialist focus on district resources, 5E instructional model, the use of Science journals, and best practices for instruction.

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

We feel that focusing on science at all grade levels will help us to make progress in the future. Administration is conducting formal observations during science lessons, the school is conducting a Family Science night, and the instructional specialist will meet with all grade level teams during their PLCs to provide support.

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 Students with Disabilities

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with Disabilities were our only ESSA subgroup that was below 41% (34% on the Federal Index). Although these students are already indentified as having a variety of learning difficulties, Parkside needs to focus on our Tier 2 and 3 support for these students.

Measurable Outcome:

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

By June 2023, we plan to raise our performance on the federal index above 41%. This would be an increase of 8 percent.

Monitoring:

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

Administration will meet regularly with the ESE support team to ensure a focus on grade level standards, common planning with classroom teachers, targeted support and fidelity to the students' IEP goals, and effective use of evidence based programs for ELA, Math, and Science.

Person responsible for monitoring outcome:

Laneia Hall (laneia.hall@browardschools.com)

Evidence-based Strategy:

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

We have 2 full time ESE support teachers who work with students on their IEP goals. Small support pull out groups provide targeted instruction while common planning with the classroom teacher ensures that the students are learning grade level standards. We also received new SmartBoard technology to be utilized in our ESE classes (Autism Special Programs).

Rationale for Evidence-based Strategy:

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

We utilize a variety of programs in our pull out instruction including Horizons, Touch Math, Multi-Sequence Speed Drills for Reading Fluency, Writing About Pictures, and Visualizing and Verbalizing, which target specific needs of individual students. The use of Smart Boards in the classroom should assist students in visualizing and interacting with content.

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.

Install new SMART Board technology for use in ESE classrooms.

Person Responsible

Mark Andriesse (mark.andriesse@browardschools.com)

ESE Support teachers will plan with the classroom teachers to ensure that the students fall behind on their standards based Tier 1 instruction. Support groups should include reinforcement of those grade level standards while focusing on IEP goals.

Person Responsible

Laneia Hall (laneia.hall@browardschools.com)

#2. 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.

Parkside's 5th graders were 30% proficient in Science in 2022. Although some is due to learning loss during the pandemic, Parkside needs to look at Tier 1 Science instruction at all grade levels.

Measurable Outcome:

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

Parkside's goal is to return to 50% proficiency or higher on the state Science assessment.

Monitoring:

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

Each grade level is conducting a Science PLC focusing on materials, best practices and assessment. Administration is doing science lesson observations for formal observations with all teachers. Student Science journals are reviewed to ensure Tier 1 science instruction covers standards and includes science best practices.

Person responsible for monitoring outcome:

Laneia Hall (laneia.hall@browardschools.com)

Evidence-based Strategy:

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

Science assessments are being used in grades 2-5 to evaluate student progress on grade level standards. PLCs meet to analyze assessment data and plan to close gaps.

Rationale for Evidence-based Strategy:

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

Science resources are available for all grade levels. An instructional specialist from our school district is supporting our school with in person professional development and training in the use of available materials, assessments, and the 5E instructional model.

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.

PLCs use assessment results to plan instruction and monitor progress on state standards.

Person Responsible

Laneia Hall (laneia.hall@browardschools.com)

Teachers are trained in 5E instructional model and instructional resources to support Tier 1 instructional practice.

Person Responsible

Laneia Hall (laneia.hall@browardschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency saw a 2 percentage point decline in 2022 to 53%. 3rd grade showed a particularly large decline from 59% to 53%.

Measurable Outcome:

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

Our goal is to return to 59% proficiency overall on the ELA portion of the FAST assessment.

Monitoring:

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

We will identify the lowest achieving 30% of students in Reading and provided targeted interventions. We assessed students using Benchmark Assessment and then we utilized the Benchmark subtest in phonics and comprehension to identify students in need of intervention.

Person responsible for monitoring outcome:

Lakay Wilkerson (lakay.wilkerson@browardschools.com)

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

Using FSA scores from last year, we analyzed how far each of those student were from proficiency and prioritized their intervention group based on that data. We will utilize the evidence based programs Rewards, Soar to Success, and Horizons/Elevate.

Rationale for Evidence-based Strategy:

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

These resources are supported by the school district and they are considered evidence based due to prior success when used with fidelity. Pull out support is done in coordination with the classroom teacher to ensure students are being taught according to grade level standards.

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.

Identify students in need of reading intervention in the areas of phonics and comprehension. Establish small grade level groups for pull out support.

Person Responsible

Lakay Wilkerson (lakay.wilkerson@browardschools.com)

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.

A positive school culture begins at the gates of the school. Every student is greeted with a smile daily. The parents trust that their child is among an extended family who love and care for them while at school. We focus on kindness, cooperation, effort, respect and problem solving through our school wide behavior goals. This year we are recognizing classes who exhibit outstanding behavior in common areas like the cafeteria and in special area classes. We work collaboratively with parents by putting the students first and communicating through classroom apps, Parent Link phone messages, our newsletter, our web site, and with frequent conferencing with the classroom teacher. Our theme this year is Exploring to the Stars, which is symbolic of our goal to focus on Science instruction school wide.

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

Our administration provides positive behavior support, ensures that students have the services and support they need, and works with teacher input to ensure buy in on all school wide initiatives.

Our teachers focus on great communication with families and utilize classroom apps like Class Dojo to keep everyone in the loop. Each class emphasizes positive behavior expectations and seeks to build a team of learners that support each other.

Our PTA continually provides families with engaging activities to boost morale and support learning. They sponsor Bingo for Books, two Book Fairs, holiday activities like Mother's Day cakes and Valentine Grams, as well as many other face to face events throughout the year.

Our other support staff including our teacher assistants, cafeteria staff, custodians, campus monitor, School resource officer, Speech/Language specialists, school counselors, and others know our students and establish positive relationships with them.

Our special area teachers also create a fun and exciting learning environment. Our Computer Science teacher teaches coding to all students and has a robotics club. Our Art teacher displays student work throughout the school and creates wonderful displays of the special projects her students create. Our PE teacher gets the students moving and having fun daily.

Our business partners support the school in multiple ways including hosting some of our academic nights and performances and contributing to our School Advisory committee.