Pembroke Pines Elementary School

2022-23 Schoolwide Improvement Plan

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Pembroke Pines Elementary School

6700 SW 9TH ST, Pembroke Pines, FL 33023

[no web address on file]

Demographics

Principal: Natasha Bell

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	100%
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 White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (53%) 2018-19: B (55%) 2017-18: B (56%)
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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6700 SW 9TH ST, Pembroke Pines, FL 33023

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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 KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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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.

The mission of Pembroke Pines Elementary School is to serve the students, staff, and community by: providing a quality education; instilling the love of learning; and preparing students for the future.

Provide the school's vision statement.

The vision of Pembroke PInes Elementary School is "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
Bell, Natasha	Principal	Overall Supervision of School's Curriculum and Instruction implementation as well as Operational management
Clarke, Suzanne	Other	Responsible for our Autism Special Program
Donate, Mariette	School Counselor	Guidance Director, and Testing coordinator
Esquivel, Amadis	Reading Coach	Responsible for out Literacy program
Martinez, Shirley	SAC Member	ESE support Facilitator
Rodriguez, Lisa	Assistant Principal	Assists principal with overall management of school - Curriculum and Instruction and Operations.
Uribasterra, Ximena	Other	Overseas our ESE program
Walden, Renee	SAC Member	Reading Resource Teacher

Demographic Information

Principal start date
Sunday 7/1/2018, Natasha Bell

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.*

2

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.*

12

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

588

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

2

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

1

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	96	101	110	107	93	92	0	0	0	0	0	0	0	599
Attendance below 90 percent	31	35	43	29	23	23	0	0	0	0	0	0	0	184
One or more suspensions	1	2	3	5	14	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	20	19	23	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	24	34	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	1	12	11	3	3	6	0	0	0	0	0	0	0	36

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	1	13	10	13	23	28	0	0	0	0	0	0	0	88

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	9	7	5	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	92	99	98	85	84	0	0	0	0	0	0	0	544
Attendance below 90 percent	21	24	20	24	16	18	0	0	0	0	0	0	0	123
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	20	18	18	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	17	15	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	59	42	18	28	12	0	0	0	0	0	0	0	159

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	3	1	2	12	0	0	0	0	0	0	0	18

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	1	4	7	2	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	86	92	99	98	85	84	0	0	0	0	0	0	0	544
Attendance below 90 percent	21	24	20	24	16	18	0	0	0	0	0	0	0	123
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	20	18	18	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	17	15	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	59	42	18	28	12	0	0	0	0	0	0	0	159

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	3	1	2	12	0	0	0	0	0	0	0	18

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	1	4	7	2	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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%	58%	56%				57%	59%	57%
ELA Learning Gains	64%						57%	60%	58%
ELA Lowest 25th Percentile	47%						43%	54%	53%
Math Achievement	59%	54%	50%				68%	65%	63%
Math Learning Gains	66%						72%	66%	62%
Math Lowest 25th Percentile	41%						54%	53%	51%
Science Achievement	33%	59%	59%				37%	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	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-56%				
05	2022					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-57%				

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	57%	65%	-8%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-57%				
05	2022					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	49%	-16%	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	32	42	36	34	29		20				
ELL	62	60		59	74	60	33				
ASN	80			100							
BLK	56	60	35	58	57	33	23				
HSP	62	66	59	57	68	44	37				
WHT	68	57		63	71						
FRL	56	60	45	58	64	42	24				

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	29	50		31	20		9				
ELL	52	48		54	48		35				
BLK	43	50		36	24		14				
HSP	55	38		55	36	9	31				
WHT	65			48							
FRL	47	40	44	44	27	18	23				

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	24	41	33	45	69	63	27				
ELL	49	53	39	60	69	56	33				
BLK	52	52	44	59	68	57	29				
HSP	59	55	35	69	75	47	38				
WHT	67	70		83	73		50				
FRL	54	54	43	66	73	61	38				

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	52
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	49
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	57
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	90
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	46
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	56
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	65
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	49
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 that has emerged is our students with disabilities did not make adequate progress on the 2022 state ELA assessment.

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

Based on progress monitoring data and 2022 state assessments, our students with disabilities demonstrates the greatest need for improvement.
Our data also shows that math proficiency and learning gains of students in the lowest quartile also demonstrates need for improvement.

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

There are a few contributing factors to this need for improvement. One of the greatest being the transition of students returning to "in person" school after the pandemic. Many of these students demonstrated significant learning gaps.

New actions implemented this year will include:
Implementing specific instructional strategies targeting our students with disabilities.
Improved progress monitoring of these students. We will do this by assessing student growth and learning in between Assessment Periods to collect data. Teachers will monitor student progress and mastery daily, so they can make moment to moment decisions. This will notify teachers immediately on how students are progressing.

Teachers will also increase student ownership, and accountability of their data.

These students will also be provided with additional research-based, district approved interventions during the day for these students.

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

Based on progress monitoring and 2022 state assessments, math overall learning gains showed the most improvement.

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

Contributing factors to this improvement includes having 30 min each day targeted to spiraling math content.
New actions taken includes providing additional support to students in the lowest quartile,

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

In order to accelerate learning we will need to ensure that all students receive grade level instruction. Students also need to be receiving high quality Tier 1 instruction. We will continue to ensure this by conducting PLCs that include vertical and horizontal alignment. Since we are departmentalized, ELA teachers in grades 3 through 5 will meet biweekly to discuss best practices and engage in data disaggregation. Teachers who have made the highest learning gains, and highest levels of proficiency will share best practices and model strategies for the group with the Literacy Coach. Math PLCs will mirror this alignment and structure during their biweekly PLCs.

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.

Teachers will be provided professional development in our new adoption in math and the BEST standards.
They will also continue to receive professional development in Benchmark Advance the reading text.
Professional development in creating a student centered classroom will be provided as providing effective small group instruction to students.

All support teachers have attended Horizons and Benchmark Advance training.

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

A school-wide 30 minute intervention period has been added to the start of our day for specific students needing additional support. These Tier 3 and Tier 2 students are provided non-interrupted high quality instruction that has been strategically planned and implemented throughout the building in all grades.

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.**	This area was identified as an area of need based on the results from the 2022 state assessment. Less than 41% of our students with disabilities were proficient on the 2022 ELA state assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	On the 2023 state assessment 50% of our students with disabilities will be proficient on the state ELA assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitiored by: 1. Progress monitor performance on state PM assessments. 2. Bi-weekly meetings with ESE support facilitator working with students to assess progress 3. Data chats with teachers of these students to monitor progress. 4. Classroom walkthroughs to observe instructional strategies being implemented.
Person responsible for monitoring outcome:	Lisa Rodriguez (lisa.rodriguez@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being 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.**	

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.	

No description entered

Person Responsible	[no one identified]
Bi-Weekly meetings with ESE support facilitators	
Person Responsible	Natasha Bell (natasha.bell@browardschools.com)
Data Chats	
Person Responsible	Natasha Bell (natasha.bell@browardschools.com)

#2. 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.	By June 2023, 65% of students will be proficient on the FAST ELA assessment. Our proficiency for ELA was 60% (a 7 percent increase from the previous year) our goal was 65%, and our learning gains were 64% (a 22 percent increase from the previous year) our goal was 64%, and the lower quartile results were 47% (a 2 percent increase from the previous year) our goal was 55%. Though we didn't meet our goals, we came very close. We know that learning gains in 5th grade is a critical need. Upon reviewing our trend data we have identified ELA instructional practice to increase proficiency as an extreme area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	This school year is focused more on ELA proficiency as we are not able to make learning gains based on our new state assessment. By looking at the 3rd and 4th grade students who were proficient on their 2022 FSA, and comparing their FAST AP1 data to ensure there score is satisfactory. We will then continue to track student progress in between assessment periods to ensure satisfactory students, and those with adequate performances on AP1 remain on track for proficiency for AP2 by utilizing the Benchmark Advanced tests, and discussing their outcomes regularly with teachers during horizontal and vertical planning.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Literacy Leadership Team will monitor regularly by conducting our walkthroughs, participating in ELA data chats, and sharing updated information (unit and observational data) and strategies during the collaborative problem-solving team meetings. When we then review what is working and what is not working to adjust implementation to increase student achievement.
Person responsible for monitoring outcome:	Natasha Bell (natasha.bell@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By looking at the 3rd and 4th grade students who were proficient on their 2022 FSA, and comparing their FAST AP1 data to ensure there score is satisfactory. We will then continue to track student progress in between assessment periods to ensure satisfactory student progress, and closely monitor those with adequate performances on AP1 are still on track for proficiency for AP2.
Rationale for Evidence-based Strategy: Explain the rationale for	Since our students only made 64% learning gains being tested on standards students and teachers were quite familiar with, and utilizing an assessment we have used in our state for years....we expect that there will be some trepidation with a new assessment and standards. This year's three assessment periods will all be completed on computers, so we have to ensure our students become very familiar with technology

| **selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | and timed sessions that will require them to use all of their pen to paper learning strategies digitally for the first time in high stakes testing environment. |

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.

Provide professional development on Standards and Benchmark Advance

| **Person Responsible** | Amadis Esquivel (amadis.esquivel@browardschools.com) |

Data Chats

| **Person Responsible** | Natasha Bell (natasha.bell@browardschools.com) |

Teachers disaggregate and discuss student data and adjust lesson plans during PLCs

| **Person Responsible** | Lisa Rodriguez (lisa.rodriguez@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.

Building a positive school culture and environment is a priority of the leadership at Pembroke Pines Elementary. There are a variety of things being to done to assure that we maintain a positive school culture. Below are some of the things being done schoolwide:
1. Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff.
2.Providing teachers the support they need to be able to deliver high quality instruction to all students.
3.. Engaging in mindfulness ans SEL activities for at least 10 minutes each morning as a school with students and staff.
4. Continuing our House System across our campus, where students, staff and teachers are all placed into hoouses to engage in team building activities.
5. Providing teachers the support they need to be able to deliver high quality instruction to all students.
6. Continuing to engage the staff in the work on Jon Gordan and his book The Energy Bus.
7. Engage the leadership team in the book "The Servant" so that they may develop servant leadership skills

and demonstrate this type of leadership as they work with others on our campus.
8. Engaging and working with teachers on equitable practices in the classroom.

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

Natasha Bell - School Principal - Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff. Providing teachers the support they need to be able to deliver high quality instruction to all students. Engaging staff in the work on Jon Gordan and his book The Energy Bus.
Lisa Rordiguez - Assistant Principal - Shared decision making across the campus. Soliciting input and feedback from staff prior to making decisions that affects staff. Engaging in mindfulness activities for at least 10 minutes each morning as a school with students and staff. Providing teachers the support they need to be able to deliver high quality instruction to all students. Engaging staff in the work on Jon Gordan and his book The Energy Bus.
Amadis Esquivel - Providing teachers the support needed to provide high quality instruction to all students. (PD, Modeling, feedback)
Ximena Uribasterra -
Mariette Donate - School Counselor - working on mindfulness with students, teachers and staff.
Denise Soufrine - K Teacher - Engaging and working with teachers on equitable practices in the classroom.
All teachers and staff play a part in promoting a positive culture and environment at our school.