

Broward County Public Schools

Coral Park Elementary School



2022-23 Schoolwide Improvement Plan

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Coral Park Elementary School

8401 WESTVIEW DR, Coral Springs, FL 33067

[no web address on file]

Demographics

Principal: Camille Pontillo

Start Date for this Principal: 7/1/2011

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)	78%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (63%) 2017-18: B (59%)
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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Coral Park Elementary School

8401 WESTVIEW DR, Coral Springs, FL 33067

[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	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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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.

The mission statement of Coral Park Elementary is "to provide a safe, supportive, and compassionate learning community that challenges all students to be life-long learners and responsible citizens by ensuring high expectations are established for all students."

Provide the school's vision statement.

Coral Park Elementary School's vision is "educating today's students to succeed in tomorrow's world by creating a school culture which supports teachers to meet the individual needs of all students."

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
Pontillo, Camile	Principal	<p>Provide the leadership and management necessary to administer and supervise all programs, policies, and activities of the school. To ensure high-quality educational experiences and services for the students in a safe and enriching environment. Responsibilities include but are not limited to the following:</p> <ul style="list-style-type: none"> - Ensures a productive learning environment through continual collaboration with teachers, students, and parents. - Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. - Enforces disciplinary policies and procedures with students. - Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. - Maintains competency and student academic achievement as prescribed by the school board. <p>Presides over staff meetings.</p> <ul style="list-style-type: none"> - Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. - Ensures that necessary maintenance and repairs to the school property are performed. - Coordinates staff development for faculty and staff; provides instruction if needed. - Oversees the allocation of supplies and equipment. - Oversees and implements the school budget, approving new programs and expenditures as appropriate. - Represents the school in community activities and meetings. - Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. - Acts as liaison between the district and the school; communicates needs and information to both sides. - Performs other related duties as assigned.
Curry, Shantell	Assistant Principal	Instructional Leader
Lombardo, Suzanne	Reading Coach	Literacy
Worthington, Laura	Math Coach	Math and Science
Letvinchuk, Jennifer	Teacher, ESE	ESE Support Facilitator
Ramage, Stephanie	Other	ESE Specialist (IEP Compliance)

Name	Position Title	Job Duties and Responsibilities
Panzarella, Caryl	Other	Supports the autism teachers and students
Velian, Jessica	School Counselor	School Counselor

Demographic Information

Principal start date

Friday 7/1/2011, Camille Pontillo

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

511

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	88	80	79	89	94	86	0	0	0	0	0	0	0	516
Attendance below 90 percent	27	26	27	30	20	20	0	0	0	0	0	0	0	150
One or more suspensions	0	0	0	3	6	3	0	0	0	0	0	0	0	12
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	22	20	12	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	26	23	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	6	19	15	22	22	12	0	0	0	0	0	0	0	96

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	6	10	10	26	26	20	0	0	0	0	0	0	0	98

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	4	5	7	14	1	0	0	0	0	0	0	0	0	31
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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	70	68	86	91	84	0	0	0	0	0	0	0	481
Attendance below 90 percent	25	34	29	76	21	29	0	0	0	0	0	0	0	214
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	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	2	14	26	22	24	11	0	0	0	0	0	0	0	99

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	5	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	4	1	4	0	0	0	0	0	0	0	16
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	82	70	68	86	91	84	0	0	0	0	0	0	0	481
Attendance below 90 percent	25	34	29	76	21	29	0	0	0	0	0	0	0	214
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	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	16	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	2	14	26	22	24	11	0	0	0	0	0	0	0	99

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	5	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	4	1	4	0	0	0	0	0	0	0	16
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	65%	58%	56%				69%	59%	57%
ELA Learning Gains	65%	66%	61%				62%	60%	58%
ELA Lowest 25th Percentile	45%	56%	52%				48%	54%	53%
Math Achievement	57%	59%	60%				74%	65%	63%
Math Learning Gains	73%	72%	64%				75%	66%	62%
Math Lowest 25th Percentile	51%	63%	55%				50%	53%	51%
Science Achievement	68%	45%	51%				64%	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	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	76%	62%	14%	58%	18%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-76%				

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%	65%	5%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	77%	67%	10%	64%	13%
Cohort Comparison		-70%				
05	2022					
	2019	76%	64%	12%	60%	16%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	49%	17%	53%	13%
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	28	36	32	23	58	50	46				
ELL	56	68	50	46	68	58					
BLK	56	63	33	47	66	50	63				
HSP	61	62	50	52	76	67	58				
MUL	55			40							
WHT	76	71		68	77	45	83				
FRL	54	57	45	42	63	50	57				

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	40	40	11	20	30	17				
ELL	46	77		27	29		40				
BLK	59	44		31	18		57				
HSP	50	56		35	38		40				
WHT	75	65		48	41		67				
FRL	50	61	54	29	17	20	48				
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	34	37	44	40	53	46	24				
ELL	51	61	64	63	71	58	44				
ASN	87	83		93	100						
BLK	58	50	50	63	70	56	43				
HSP	50	56	47	56	63	44	62				
MUL	80			80							
WHT	80	70		84	81	40	75				
FRL	57	56	48	64	66	45	57				

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	59
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	48
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	48
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	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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In terms of students who are in our school's lowest quartile, for the 2022 school year, 39 % of the fourth grade students in ELA and 37% in math demonstrated learning gains. In fifth grade, 70% of the students in ELA and 52% in math demonstrated learning gains.

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

As a school, learning gains of our lowest quartile in 4th grade decreased from 2019 to 2022 by 14 points in ELA and 7 points in Math. All other areas were increased from previous years. Therefore, we will be focusing our effort towards addressing the learning gain of our lowest quartile in 4th grade.

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 factor that contributed to this need for improvement is a discrepancy between the understanding of delivery of instructional strategies aligned to the student's identified needs. Instructional planning aligned to standards needs to be driven by student performance and needs.

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

As a school, we demonstrated the most growth in the are of ELA learning gains for our 5th grade students in the lowest quartile. In 2021, 47% of the 5th grade students in the lowest quartile showed learning gains in reading. In 2022, 70% of the 5th grade students in the lowest quartile showed learning gains in reading. This is a 23% increase from 2021 to 2022 for 5th grade lowest quartile learning gains in ELA.

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

As a school, we implemented a departmentalization and targeted intervention within ability grouping in the 5th grade. We also increased the repertoire of our intervention resources and training to include but not limited to LLI, Soar to Success, Horizons, and i-Ready individualized lessons.

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

1. Addressing reading deficiencies in our lowest quartile students in 4th grade.
2. Addressing the math deficiencies in our lowest quartile students in 4th grade.
3. Increasing the proficiency and learning gains of our students with disabilities.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders will focus on the new reading series adoption, Benchmark Advance and the new assessment system STAR Assessment.

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

For the next two years, our school will have an ESSER position teacher who will provide student support in math. We also have a reading support position who will support the students with their literacy goals.

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.

The subgroup of students with disabilities demonstrated 39% learning gains and did not meet the ESSA criteria of 41% of students demonstrating learning gains.

Measurable**Outcome:**

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

By June 2023, the students with disabilities subgroup will increase by 3 percentage points in learning gains in both the areas of ELA and Math.

Monitoring:

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

An assessment calendar has been developed for each grade level, for each standard, in both reading and math. Support personnel will collaborate with the grade level teachers to adjust the instruction to meet the student needs based upon the student performance data. This area of focus will be monitored through progress monitoring data from Benchmark Unit Assessments for ELA and Cumulative Unit Assessments for Math.

Person responsible for monitoring outcome:

Suzanne Lombardo (suzanne.lombardo@browardschools.com)

Evidence-based**Strategy:**

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

The student deficiencies will be addressed by utilizing tier 2 and tier 3 research based interventions including but not limited to: Benchmark Advance, Leveled Literacy Intervention (LLI), Horizons, and Wilson. Students will be delivered specialized multi sensory instruction to address deficiencies. In addition, the delivery of ESE services will be implemented through the inclusion model.

**Rationale for
Evidence-based****Strategy:**

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

This strategy was selected based on the district's MTSS/RTI plan. Students' deficiencies are identified through careful analysis of the previous year's FSA and ORR scores and the beginning of this year's F.A.S.T. PM1 assessment results.

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.

Quarterly data chats to review progress monitoring data and adjust support.

Person Responsible Camile Pontillo (camile.pontillo@browardschools.com)

Alignment of instruction to ensure students are exposed to grade level curriculum.

Person Responsible Suzanne Lombardo (suzanne.lombardo@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 positive relations with parents and community stakeholders is essential in supporting the needs of students. Actions such as a personal phone call to each parent inviting them to open house, scheduling parent/teacher conferences to communicate student strengths and needs, coordinating student recognition events in coordination with parent make and take literacy, math, and science nights, quarterly Coffee and Conversation with the Principal for parents to be able to clarify questions, frequent communications via email, newsletters, Parent links, and website updates providing information to support the needs of the students are some ways.

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

Our office staff greets and assists all guests and maintains correspondence/communication with all stakeholders.

The administration also maintains correspondence/communication with all stakeholders, creates meaningful parent involvement, establishes school norms that build values, set consistent discipline, and supports teachers.

The support staff maintains correspondence/communication with all stakeholders, create rituals and traditions that are fun for students and teachers, encourage innovation in the classroom and provide professional development for teachers.

The school counselor implements Social Emotional Learning (SEL) and establishes school norms that build values.

The classroom teachers celebrate personal achievements and good behavior, implement diverse classroom activities, and engage students in ways that benefit them.

The custodial staff maintains the physical environment of our school.