New River Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

New River Middle School

3100 RIVERLAND RD, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Lezondra Harris

Start Date for this Principal: 8/10/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	95%
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 (48%) 2018-19: C (50%) 2017-18: C (50%)
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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New River Middle School

3100 RIVERLAND RD, Fort Lauderdale, FL 33312

[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)
Middle School 6-8	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

New River Middle School of Marine Science will prepare all students to be successful academically and socially by demonstrating, promoting, and providing a rigorous academic program, as well as instilling positive character traits.

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
Harris, Lezondra	Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP:

Name	Position Title	Job Duties and Responsibilities
		14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. School Principal (cont.) SBBC: B-002 5 PROFESSIONAL AND ETHICAL LEADERSHIP:

Name	Position Title	Job Duties and Responsibilities
		29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Reep, Cheryl	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them.

Name	Position Title	Job Duties and Responsibilities
		8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel.

Name	Position Title	Job Duties and Responsibilities
		School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.* STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.

Name	Position Title	Job Duties and Responsibilities
		43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.*

Name	Position Title	Job Duties and Responsibilities
		60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.* 69. Assist with the development and implementation of an effective staff development program. 70. Participate in District management meetings and other activities to enhance professional development. 71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment. 72. Review current developments, literature and technical sources of information related to job responsibility. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.* 74. Delegate responsibilities to appropriate staff members. 75. Consider data and results from action research when solving

Name	Position Title	Job Duties and Responsibilities
		problems and improving processes. 76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.* 77. Assign tasks and supervise personnel in task accomplishment including special projects. 78. Provide recognition and celebration for student, staff, and school accomplishments. 79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.* 80. Assist with interviewing and selection of qualified personnel to be recommended for appointment. 81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board. 82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. 83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.* MANAGEMENT OF PROCESSES: 84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.* 85. Access District and community resources to meet school needs. 86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion. 87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.* 88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.* 89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*

Name	Position Title	Job Duties and Responsibilities
		90. Assist with the implementation and administration of negotiated employee contracts at the school site. 91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. OPERATIONAL RESULTS: 92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.* 93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 94. Assist with establishing and managing student accounting and attendance procedures at the assigned school. 95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines. 96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation. 97. Provide leadership in the effective use of technology in the classroom and in school administration. 98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and

Name	Position Title	Job Duties and Responsibilities
		objectives of this position.
Reeves, Eric	Assistant Principal	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective

Name	Position Title	Job Duties and Responsibilities
		procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature. 26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community. 27. Assist in the planning and implementation of initiatives in the Innovation Zone. INFORMATION & ANALYSIS: 28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.* 29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school. 30. Address the diverse needs of the school population consistent with the District's Strategic Plan. 31. Analyze and use data for decision-making or to improve actions, plans and process.* 32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction. 33. Access, analyze, interpret and use data in decision-making. 34. Use benchmarks and comparison data in the analysis of results.* 35. Make data accessible to all stakeholders.*

Name	Position Title	Job Duties and Responsibilities
		STRATEGIC QUALITY PLANNING: 36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.* 37. Assist with facilitating and coordinating the development of the School's Improvement Plan. 38. Set high goals and standards for self, others and the organization. 39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.* 40. Assist in the selection and acquisition of instructional materials and equipment. 41. Collect input and analyze data to develop goals. 42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning. 43. Develop the master schedule and assign teachers according to identified needs. 44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.* 45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.* 46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback. 47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system. 49. Assist with providing recognition and celebration for student, staff, and school accomplishments. School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS: 50. Develop positive relationships with customers (students, parents, teachers, community, etc.).* 51. Assist with facilitating a program of family and community involvement. 52. Serve as arbitrator for serious discipline problems in accordance

Name	Position Title	Job Duties and Responsibilities
		with District policy and state statues. 53. Develop and maintain positive school/community relations and act as liaison between the two. 54. Assist in promoting/marketing the school and its priorities to the community. 55. Assist in establishing processes and methods to respond to valid customer requirements.* 56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services. 57. Work with parents to resolve complaints or concerns. 58. Interact with government and service agencies relative to student welfare. 59. Assist in establishing processes to determine customer needs and level of satisfaction.* 60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas. 61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized. 62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.* 63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community. 64. Assist with the development of activities with business partners that promote student achievement. HUMAN RESOURCES: 65. Assist in analyzing data and information to plan staff development to accomplish school goals.* 66. Assist with the completion of the annual Needs Assessment to determine staff development. 67. Assist with providing staff development opportunities and feedback to personnel at the assigned school. 68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*

Name	Position Title	Job Duties and Responsibilities

69. Assist with the development and implementation of an effective staff development
program.
70. Participate in District management meetings and other activities to enhance
professional development.
71. Participate, successfully, in the staff development programs offered to increase the
individual's skill and proficiency related to the assignment.
72. Review current developments, literature and technical sources of information
related to job responsibility.
School Assistant Principal (Cont.) SBBC: JJ-002
FL: 28
73. Use team approaches in solving problems and improving processes and
provides frequent feedback to those involved in improvement efforts.*
74. Delegate responsibilities to appropriate staff members.
75. Consider data and results from action research when solving problems and
improving processes.
76. Contribute to positive staff morale through flexibility, support and recognition
of groups and individuals working toward school improvement.*
77. Assign tasks and supervise personnel in task accomplishment including special
projects.
78. Provide recognition and celebration for student, staff, and school accomplishments.
79. Manage appropriately and professionally personnel issues, including hiring,
evaluation, staff deficiencies and retention; provides feedback on professional
performance and offer assistance to strengthen weaknesses in performance.*
80. Assist with interviewing and selection of qualified personnel to be recommended
for appointment.
81. Assist with establishing job assignments and supervising of all assigned personnel,
conducting annual performance appraisals, and making recommendations for
appropriate employment actions according to School Board Policy and Procedures
adopted by the School Board.
82. Assist with difficult personnel decisions when necessary including dealing with
ineffective teacher or staff performance.
83. Consider the aspirations of self and others in relation to the jobs and tasks

Name	Position Title	Job Duties and Responsibilities
		assigned when assessing expertise and developmental needs.*

MANAGEMENT OF PROCESSES:
84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*
85. Access District and community resources to meet school needs.
86. Demonstrate readiness and confidence in making and/or sharing decisions in a
timely fashion.
87. Employ an improvement cycle for operational problems that analyzes results,
identifies root causes, and takes corrective action.*
88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to
assess and improve curriculum and instructional systems, processes, programs
and services.*
89. Understand, support, and implement School Board, State, and Federal
Policies, procedures, negotiated agreements and district decisions.*
90. Assist with the implementation and administration of negotiated employee contracts
at the school site.
91. Implement School Board policy, state statutes, and federal regulations as they
pertain to the assigned school.
OPERATIONAL RESULTS:
92. Show positive trends in the achievement of improvement goals in the areas of
operation (key goals), business practices (efficiency) and customer satisfaction.*
93. Assist with managing and supervising the school's financial resources including the
preparation and disbursement of the school's budget and internal accounts.
School Assistant Principal (Cont.) SBBC: JJ-002
FL: 28
94. Assist with establishing and managing student accounting and attendance
procedures at the assigned school.
95. Supervise and monitor the accurate completion of data collection and submits
resulting reports according to timelines.
96. Assist with the writing and dissemination of newsletters, memos, letters, press
releases, agendas, and other materials using proper grammar and punctuation.
97. Provide leadership in the effective use of technology in the classroom and in school
administration.
98. Assist with the coordination of school maintenance and facility

Name	Position Title	Job Duties and Responsibilities
		needs and monitor progress toward meeting those needs. 99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment. 100. Assist with coordinating plant safety and facility inspections at the assigned school. 101. Supervise transportation services at the assigned school. 102. Assist with the supervision of all extracurricular programs at the assigned school. 103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements. 104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County. 105. Ensure adherence to good safety procedures. 106. Perform other incidental tasks consistent with the goals and objectives of this position.
Ambroise, Charlene	Administrative Support	LEADERSHIP: 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Model and maintain high standards of professional conduct. 3. Set high standards and expectations for self, others, and school. 4. Maintain an active involvement in the school improvement planning process.* 5. Use quality improvement principles and processes in daily support of administration of the school. 6. Anticipate difficult situations and develop plans to handle them. 7. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 8. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 9. Assist with discipline and supervision around the school. 10. Communicate with parents regularly.

Demographic Information

Principal start date

Wednesday 8/10/2011, Lezondra Harris

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.*

17

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

1,592

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

18

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

15

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	540	555	541	0	0	0	0	1636
Attendance below 90 percent	0	0	0	0	0	0	148	180	170	0	0	0	0	498
One or more suspensions	0	0	0	0	0	0	189	139	128	0	0	0	0	456
Course failure in ELA	0	0	0	0	0	0	8	2	4	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	42	3	9	0	0	0	0	54
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	142	199	197	0	0	0	0	538
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	200	199	215	0	0	0	0	614
Number of students with a substantial reading deficiency	0	0	0	0	0	0	108	87	34	0	0	0	0	229

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	221	224	202	0	0	0	0	647

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	2	1	18	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	2	1	11	0	0	0	0	14

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	0	0	0	0	0	0	510	510	520	0	0	0	0	1540
Attendance below 90 percent	0	0	0	0	0	0	48	53	50	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	20	8	23	0	0	0	0	51
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	0	0	117	126	192	0	0	0	0	435
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	171	188	200	0	0	0	0	559
Number of students with a substantial reading deficiency	0	0	0	0	0	0	134	111	116	0	0	0	0	361

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	57	41	57	0	0	0	0	155

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	46	44	53	0	0	0	0	143
Students retained two or more times	0	0	0	0	0	0	5	1	5	0	0	0	0	11

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	510	510	520	0	0	0	0	1540
Attendance below 90 percent	0	0	0	0	0	0	48	53	50	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	20	8	23	0	0	0	0	51
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	0	0	117	126	192	0	0	0	0	435
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	171	188	200	0	0	0	0	559
Number of students with a substantial reading deficiency	0	0	0	0	0	0	134	111	116	0	0	0	0	361

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	57	41	57	0	0	0	0	155

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	46	44	53	0	0	0	0	143
Students retained two or more times	0	0	0	0	0	0	5	1	5	0	0	0	0	11

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	43%	54%	50%				47%	57%	54%
ELA Learning Gains	45%						48%	57%	54%
ELA Lowest 25th Percentile	33%						37%	48%	47%
Math Achievement	40%	41%	36%				51%	60%	58%
Math Learning Gains	53%						51%	58%	57%
Math Lowest 25th Percentile	48%						38%	49%	51%
Science Achievement	38%	52%	53%				42%	49%	51%
Social Studies Achievement	54%	63%	58%				62%	71%	72%

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
06	2022					
	2019	46%	57%	-11%	54%	-8%
Cohort Comparison						
07	2022					
	2019	42%	55%	-13%	52%	-10%
Cohort Comparison		-46%				
08	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	58%	-11%	55%	-8%
Cohort Comparison						
07	2022					
	2019	45%	53%	-8%	54%	-9%
Cohort Comparison		-47%				
08	2022					
	2019	25%	45%	-20%	46%	-21%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	29%	43%	-14%	48%	-19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	67%	32%	67%	32%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	71%	-14%	71%	-14%

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	61%	32%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

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	20	35	28	21	45	43	21	35	55		
ELL	26	37	30	25	47	49	16	32	55		
ASN	53	37		58	50						
BLK	37	43	37	32	45	45	33	52	75		
HSP	39	44	30	35	52	50	31	45	68		
MUL	40	36		48	71		60	65			
WHT	66	55	43	66	66	55	66	79	81		
FRL	38	43	34	36	52	49	36	49	70		
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	20	36	30	21	27	20	24	22	46		
ELL	28	38	35	24	18	23	12	32	40		

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
ASN	60	54		62	27						
BLK	35	35	22	28	20	21	33	43	50		
HSP	39	43	38	32	22	19	34	44	53		
MUL	62	45		59	30				55		
WHT	69	52	21	58	34	26	70	68	75		
FRL	37	38	28	32	19	17	34	43	53		
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	20	38	33	21	38	34	15	27	70		
ELL	25	39	36	31	40	33	20	46	58		
ASN	59	41		68	73			91			
BLK	39	43	34	44	45	25	37	58	81		
HSP	40	45	37	44	49	43	33	55	75		
MUL	68	54		70	66		67	67	73		
WHT	70	62	47	70	60	41	69	82	81		
FRL	41	45	36	45	48	38	37	57	75		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	98%

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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
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	44
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	43
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	53
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	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The schoolwide trend shows students across grade levels scoring in the 40% range for ELA and Math. The outliers are 8th grade math, which scored 25% and science, which scored 29%.

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

All subject areas have decreased in achievement over the last three years. Math achievement, however, has dropped the most from 51% in 2019 to 40% in 2022. It is interesting to note that the lowest 25th percentile students made gains in math from 20% to 48% over the last year.

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

This drop in proficiency is still attributed to the "Covid Slide" of 2020. Many students were not physically present in schools during the year of the Covid-19 pandemic and fell far behind. New actions include re-engaging students in the classroom, increasing regular attendance, and offering more extended learning opportunities for students.

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

The lowest 25th percentile students made gains in math from 20% to 48% over the last year. In addition, social studies increased from 49% to 54%.

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

The contributing factor was that the school provided extended learning opportunities for those students before and after school as well as on Saturdays.

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

The school will need to provide extended learning opportunities for all students before and after school as well as on Saturdays to help them catch up on the learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development on the schoolwide reading strategies will be provided to teachers each Monday throughout the year. The reading strategies include IDEAS (inference, definition, example, antonym/synonym), Cornell notes, Notice and Note, Teacher Read aloud, RACE (restate, answer, cite, explain).

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

Additional services include more district support in the form of content coaches visiting the school to provide professional development for teachers, as well as training in SEL (social and emotional learning) and mindfulness for both students and teachers.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is to increase student proficiency in English Language Arts. This will also increase literacy among our students. Based on the data, our lowest 25th percentile showed some increases last year due to attendance in our extended learning opportunities, but the ELL and SWD population did not show much growth. We will focus on these subgroups, as well as our mid to high level 2s in order to increase the number of students who reach a level 3.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June of 2023, the percentage of students who are proficient in English Language Arts will increase by 5% overall as evidenced by the Spring FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through monthly Common Formative Assessments given through HMH Growth Measure as well as the three FAST assessments given throughout the year. In addition, teachers will have regular data chats with the students to ensure that students know where they are and can take ownership of their learning. Administrators will monitor through data chats with the ELA teachers at regular intervals (checkpoints) throughout the year.
Person responsible for monitoring outcome:	Charlene Ambroise (charlene.ambroise@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Several schoolwide reading strategies will be implemented in the classrooms this year to assist with this area of focus. The reading strategies include IDEAS (inference, definition, example, antonym/synonym), Cornell notes, Notice and Note, Teacher Read aloud, RACE (restate, answer, cite, explain).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	According to research (Allen, 2000) A read-aloud—or shared reading—is one of the most effective ways for young adults to hear fluent reading. Our literacy plan advises that teachers read to their students every day in every class. Some teachers read the text aloud while students listen; other teachers read the text aloud while students read along. Most often, the selections are not from the textbook; instead, teachers select other materials that build students' background knowledge, provide them with interesting vocabulary words, and ensure they are hearing fluent reading.

**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.

Action Steps:

1. Provide teachers with data and research on the rationale behind this strategy.

2. Provide teachers with examples/modeling of this strategy used correctly in the classroom (model teachers).

3. Administrators will conduct classroom walkthroughs to ensure that the strategy is being used with appropriate frequency.

4. Teachers will assess ELL and SWD students and progress monitor regularly.

5. Teachers will have data chats with students to ensure that students take ownership of the progress they are making.

6. Administrators will have data chats with the teachers to ensure that teachers are aware of the progress their students are making and are making adjustments based on that data.

**Person
Responsible**   Cheryl Reep (cheryl.reep@browardschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The area of focus is to increase proficiency in Math. Based on the data, our lowest 25th percentile showed increases last year due to attendance in our extended learning opportunities, but the general population did not show much growth. Though we improved slightly from 2021 (3%), our overall proficiency was only 40% which is a drop of 11 percentage points since 2019. The lowest grade level was 6th grade at 37% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June of 2023, our overall proficiency in math will increase from 40% to 43% as evidenced by the results from the Spring Assessment of the FAST test.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through monthly Common Formative Assessments given through Realize and Success Maker.
Person responsible for monitoring outcome:	Eric Reeves (eric.reeves@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	One strategy that will be implemented is differentiated instruction which addresses different learning modalities in the classroom. Teachers will provide a learning environment where the academic needs of all students are met and thus increasing math proficiency and learning gains on the FAST assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	During the 1990s, teachers were encouraged to present material differently according to a student's "learning style"—for example, visual, auditory, or kinesthetic. But while there have been studies that show students remember more when the same material is presented and reinforced in multiple ways, recent research reviews have found no evidence that individual students can be categorized as learning best through a single type of presentation. Source-Edweek.org

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. Administrator will provide teachers with data and research on the rationale behind this strategy.
2. Administrator will provide teachers with examples/modeling of this strategy used correctly in the

classroom (model teachers).
3. Administrators will conduct classroom walkthroughs to ensure that the strategy is being used with appropriate frequency.
4. Teachers will assess ELL and SWD students and progress monitor regularly.
5. Teachers will have regular data chats with all students to ensure that students take ownership of the progress they are making.
6. Teachers will use the new Success Maker program as an intervention for low performing students.

Person Responsible   Eric Reeves (eric.reeves@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.

It is our goal to provide an atmosphere where parents are able to express their views and assist in problem solving. We want parents to understand that we view them as joint policy and decision makers and plan to emphasize their roles as advocates. An area of improvement is to establish more positive and worthwhile relationships with parents as means to best impact the academic, social, and behavioral development of the whole child. These relationships will be built through periodic Title 1 parents nights in which strategies are shared and assistance in helping their children academically at home is provided.

The social-emotional needs of all students are being met through the implementation of Suite 360 schoolwide. In addition, the majority of our teachers have attended SEL training and learned strategies that encourage the social and emotional well being of students. In addition, we start each morning with a "Brain Smart Start" on the morning announcements. Lastly, we offer several SEL elective classes that selected 6th grade students rotate through each quarter. Teachers are also using Conscious Discipline and Second Step curriculum. The school also uses Naviance with all students in order to assist them in planning for high school, college, and career. In addition, students in our computer classes will have the opportunity to earn industry certifications before entering high school. Lastly, we have established partnerships with companies such as Marine Industries, who encourage and present career options to our students in marine or ocean exploration classes

We partner with the elementary schools and high schools in our feeder pattern to ensure that incoming students feel comfortable entering middle school and outgoing students are prepared for high school. During the year prior to 5th graders entering, they are invited to our school for a tour to become acclimated to the campus and get a feel for how the classes look. We also offer a two day "Shark Camp" in the summer where the students learn all about middle school and meet some of their teachers and fellow students.

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

Stakeholders include the school leadership team (Ms. Harris, Ms. Reep, and Mr. Reeves) who are involved in promoting a positive culture and environment by maintaining safety and security for all students. In addition, the teachers promote positivity by engaging in mindfulness activities with students, rewarding them with incentives for positive behavior (ICUs). The SEL (social and emotional learning) team (Mr. Jules and Ms. Rosenthal) works on providing conscious discipline training to the staff, doing birthday celebrations for staff, and Brain Smart Starts on the morning announcements. We invite the parents to participate with us in promoting a positive environment at our monthly School Advisory Council meetings. We also remind students to start with "hello" and me kind to one another. Lastly, the school counseling team is very involved with promoting positivity with events like suicide prevention week and peace week.

School leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) during regular, monthly meetings in order to meet the needs of all students.