

Seminole County Public Schools

# Sterling Park Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Sterling Park Elementary School

905 EAGLE CIR S, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0611>

### Demographics

**Principal: Tina Langdon**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	56%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (50%) 2018-19: B (54%) 2017-18: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

## 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](http://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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## Sterling Park Elementary School

905 EAGLE CIR S, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0611>

### 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	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### 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.**

We the students, parents and staff of Sterling Park Elementary commit ourselves to the dream of excellence. We strive to provide a positive learning environment by establishing opportunities for all students to engage in rigorous learning and become lifelong learners in a global society.

**Provide the school's vision statement.**

Sterling Park Elementary will support the SCPS mission and vision. MISSION: The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. VISION: Seminole County Public Schools (SCPS) will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365 in a safe and caring environment. \*Every student will graduate from high school prepared for their future as a lifelong learner and a responsible citizen. \* All staff members will demonstrate high expectations for student's learning and achievement. \*Highly qualified, diverse, innovative, and enthusiastic, teachers, administrators, and support personnel will embody a growth mindset and be dedicated to the mission.

### 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
Borrero, Jaimee	Assistant Principal	Observations, Curriculum, Support Instruction, School Improvement Plan, MTSS, Acceleration (Talent Development, Advanced Opportunities, Tutorial), Professional Development, Transportation (Bus Ramps, Daycare), Testing, Substitutes, Fundraisers, Instructional Plans, 504, Intern Coordinator/College Student Observations, Community Involvement/Events (Dividends/Mentors, Business Partners), Print Solutions Approvals, Discipline (Suspensions & Bullying), Recognitions (Teacher of the Year, Employee of the Year), and Marquee
Langdon, Tina	Principal	School Operations, Budget, Observations, Curriculum, Support Instruction, Data, Goals, Elementary Commitments, PLCs, ESE, Gifted, A+ Monies, Promotions, Assignments, Retentions, Staffing, Class Lists, 5 Essentials, PTA, SAC, Faculty Meetings, Instructional Leader Meetings, Technology, and Code Red
Burkett, Richard	Other	Master Schedule, School/Shared Calendar, Facilities, Handbooks, Custodians, Clerical & Support Staff Evaluations, Duty Schedules, Discipline, Aggregating Data, Testing, Truancy, Food Service, Field Trips, Attendance/Truancy, Fire Drills, Health Screenings, School Maps, Pictures/Yearbooks Schedules, and Website
Ojeda-Blommel, Kerry	School Counselor	Student Study/ESE Guidance (Individual Counseling, Group Counseling, Baker Acts, Bullying), Referrals for Outside Services, FIN, Social Worker Liaison, Mental Health Liaison, 504, and MTSS
Clarke-Daniels, Bianca	Instructional Coach	Acceleration, MTSS, Computer Club, PLC Support, Data, Best-Practice (Kagan, HYS, Differentiation), Instructional Rounds, Side-by-Side Coaching, Think-Map Thursdays, and Book Studies
Terrell, Patricia	Instructional Coach	i-Ready Champion, Acceleration, MTSS, Computer Club, PLC Support Data, Best- Practice (Kagan, HYS, Differentiation), Instructional Rounds, Side-by-Side Coaching, Think-Map Thursdays, Book Studies, and New Teachers
Alcorn, Jennifer	Behavior Specialist	Positive Behavior Support, Tracking Discipline of ESE Students, Ensure Fairness and Equity with all Discipline, Supporting Relationships between ESE and General Education Teachers, MTSS, and Early Warning

## Demographic Information

### Principal start date

Thursday 7/1/2021, Tina Langdon



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

0

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

11

**Total number of teacher positions allocated to the school**

45

**Total number of students enrolled at the school**

742

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

12

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

11

### 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	127	122	107	135	127	128	0	0	0	0	0	0	0	746
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	1	4	1	5	0	0	0	0	0	0	0	12
Course failure in ELA	1	4	2	2	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	2	0	5	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	6	29	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	12	31	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	2	9	8	0	0	0	0	0	0	0	0	0	19

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	2	1	1	0	5	0	0	0	0	0	0	0	10

**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	3	2	13	8	8	0	0	0	0	0	0	0	35
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**

Monday 8/15/2022

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	58%	65%	56%				69%	67%	57%
ELA Learning Gains	53%						58%	61%	58%
ELA Lowest 25th Percentile	48%						31%	51%	53%
Math Achievement	57%	46%	50%				66%	70%	63%
Math Learning Gains	52%						54%	66%	62%
Math Lowest 25th Percentile	33%						34%	50%	51%
Science Achievement	52%	65%	59%				63%	62%	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	74%	67%	7%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	67%	65%	2%	58%	9%
Cohort Comparison		-74%				
05	2022					
	2019	61%	64%	-3%	56%	5%
Cohort Comparison		-67%				

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	71%	71%	0%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	69%	72%	-3%	64%	5%
Cohort Comparison		-71%				
05	2022					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	62%	-1%	53%	8%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	34	31	29	37	24	15				
ELL	55	72		53	50		38				
BLK	33	25		12	24	21					
HSP	54	59	68	51	50	43	44				
MUL	57	36		64	55						
WHT	68	55	41	71	60	32	60				
FRL	51	55	60	46	42	33	46				
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	38	23	31	39	14	35				
ELL	42	47		42	29		27				
BLK	41			26							
HSP	54	44	37	53	37	26	41				
MUL	62			77							
WHT	67	71		66	67	45	69				
FRL	50	51	42	49	43	30	46				
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	45	41	29	37	42	36	54				
ELL	52	50	40	56	59						
BLK	46	45		56	47		33				
HSP	63	58	40	57	53	40	63				
MUL	50	75		54	42						
WHT	78	60	17	76	58	21	73				
FRL	61	55	32	56	48	36	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	52
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	59
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	55
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	53
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	
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	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Areas of highest need is Math across all grade levels. Areas of highest need within subgroups are SWD and Black students.

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

Math demonstrates the greatest need, especially our Low Quartile students who's proficiency was 33%.

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

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Our percentage of students making learning gains in Reading increased in all buckets (PY High 1, PY High , and PY Low 3).

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

"There needs to be an emphasis on improved student attendance.

There needs to be PD on improved rigorous tier 1 instruction and continued improvement of collaborative data analysis through PLCs.

Teachers need to monitor and track student performance, with a focus on our LQ, SWD, and Black students. "

**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 will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

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

Increasing academic achievement of Black/African American students and students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

**Measurable Outcome:**

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

Increase achievement and learning gains for Black/African American students and students with disabilities

**Monitoring:**

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

**Person responsible for monitoring outcome:**

Tina Langdon (tina\_langdon@scps.k12.fl.us)

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

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

**Rationale for Evidence-based Strategy:**

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

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

**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.

STPE teachers will participate in Professional Development on the B.E.S.T. ELA and Math framework and curricular materials, Rigor Walks, and PLCs.

**Person Responsible**

Tina Langdon (tina\_langdon@scps.k12.fl.us)

STPE will have monthly SAC Meetings with families, community members, and faculty to develop collaborative and communication strategies.

**Person Responsible**

Tina Langdon (tina\_langdon@scps.k12.fl.us)

STPE teachers will continue refining the work of our PLC's (DuFour Model) and plan for rigor, small group instruction, centers, and differentiation.

**Person Responsible**

Tina Langdon (tina\_langdon@scps.k12.fl.us)

## **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.**

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings on a regular basis, (8) advertising events on school marquee, (9) inviting families to participate in various activities (Skate Nights, Bike Rodeo, PBS night, Dividend's Breakfast, Grandparents Luncheon, Family Nights-PBS, Creative Canvases, Math, FSA, Room Parents, Parent Survey), and (10) numerous other outreach strategies developed by school staff.

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

The positive culture at Sterling Park is built by the many stakeholders. Our business partners and PTA provide for our school family through the Food Pantry, birthday celebrations for our faculty and staff, and as well as providing free services that meet basic human needs. We have several universities who work collaboratively with us to provide experiences for their students while meeting many of the learning and social/emotional needs of our students. Our school board and other business partners provide materials, resources, and time of which benefit both our students and our teachers. While working together, our students, families, teachers, business partners, and overall community, work together to promote the positive culture/lifestyle of Sterling Park Elementary.