Manatee County Public Schools

Braden River Elementary School

2022-23 Schoolwide Improvement Plan

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Braden River Elementary School

6125 RIVER CLUB BLVD, Bradenton, FL 34202

https://www.manateeschools.net/bradenriverel

Demographics

Principal: Josh Bennett

Start Date for this Principal: 8/15/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
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: A (68%) 2018-19: A (66%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Manatee 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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Braden River Elementary School

6125 RIVER CLUB BLVD, Bradenton, FL 34202

https://www.manateeschools.net/bradenriverel

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	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

School Board Approval

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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.

Our mission at Braden River Elementary School is to engage our school community with innovative ways of learning to best prepare for an ever-changing world. By promoting leadership, collaboration and inquiry, we will foster and strengthen Life Skills and Problem Based Learning opportunities.

Provide the school's vision statement.

Sparking Innovative Leaders and Thinkers!

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
Bennett, Joshua	Principal	
Stancil, Tina	Assistant Principal	
Walker, Courtney	Instructional Coach	

Demographic Information

Principal start date
Thursday 8/15/2019, Josh Bennett

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.*
5

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.*
6

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
556

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
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	80	77	105	91	73	92	0	0	0	0	0	0	0	518
Attendance below 90 percent	0	0	1	1	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
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	7	11	6	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	15	24	28	11	6	0	0	0	0	0	0	0	84

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	1	1	0	0	0	0	0	0	0	0	0	2

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	2	0	0	0	0	0	0	0	0	0	2
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
Wednesday 8/17/2022

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	74	106	76	75	87	83	0	0	0	0	0	0	0	501
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	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	0	3	5	0	0	0	0	0	0	0	8

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	7	0	0	0	0	0	0	0	0	0	7
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	74	106	76	75	87	83	0	0	0	0	0	0	0	501
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	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	0	3	5	0	0	0	0	0	0	0	8

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	7	0	0	0	0	0	0	0	0	0	7
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	72%	55%	56%				63%	52%	57%
ELA Learning Gains	65%						64%	57%	58%
ELA Lowest 25th Percentile	55%						48%	55%	53%
Math Achievement	81%	50%	50%				75%	63%	63%
Math Learning Gains	76%						80%	68%	62%
Math Lowest 25th Percentile	61%						66%	53%	51%
Science Achievement	64%	65%	59%				69%	48%	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	64%	51%	13%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	64%	56%	8%	58%	6%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	52%	12%	56%	8%
Cohort Comparison		-64%				

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	76%	60%	16%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	79%	65%	14%	64%	15%
Cohort Comparison		-76%				
05	2022					
	2019	73%	60%	13%	60%	13%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	48%	21%	53%	16%
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	30	50	47	49	50	38					
ELL	54	67		62	75						
BLK	63	60		69	55						
HSP	64	60		73	75		50				
MUL	55			80							
WHT	75	68	59	83	78	74	70				
FRL	64	59	47	73	67	53	42				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	33		37	50		14				
ELL	55			65							
BLK	55			50							
HSP	50	45		59	40		32				
MUL	35			53							
WHT	70	52		87	64		67				
FRL	51	65		63	61	70	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	16	39	35	40	66	63	35				
ELL	36	54	61	49	71	72	38				
BLK	60	82		53	73						
HSP	44	55	40	60	71	60	44				
MUL	67			75							
WHT	71	64	50	83	85	75	80				
FRL	44	53	45	56	72	65	49				

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)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
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	62
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	64
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	68
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	72
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	58
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?

From 2021-2022 there is generalized consistency in ELA proficiency by grade level by cohort. There was a statistically significant increase in math proficiency from 3rd to 4th grade. There were also statistically significant learning gains in reading and math for all grade levels. Due to only having learning gains for 5th graders in the 2020-2021 school year it is difficult to make generalizations about these increases in learning gains.

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

The area for improvement that we will continue to make a focus is the learning gains of the lowest quartile in ELA.

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

Our goal is 60% of students in the lowest quartile make learning gains. The percentage of students making learning gains in the lowest quartile was 54%.

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

The greatest improvement was in ELA proficiency being increased by 9 percentile points.

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

During the 2021-2022 school year, there was a block of time designated for intervention that was led by the grade level teachers. The remaining students who were not in intervention were provided enrichment learning opportunities with school based leaders.

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

For the 2022-2023 school year we will continue the practice of separating students for intervention and enrichment.

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.

All teachers providing intervention and enrichment will be provided professional development specific to the resource being used.

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

Semi-monthly PLCs to track data and determine next steps for students will ensure sustainability.

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 greatest area of need based on prior years' data is ELA learning gains for the lowest quartile. This will be improved through systematic instruction, data collection, and review to meet the needs of the identified students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Learning gains for students in the lowest quartile for ELA will be a minimum of 60% of students in the lowest quartile to be proficient according to District Benchmark Assessments and FAST. The FAST will not provide learning gains for the 2022-2023 school year. We are expecting these students to move to proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students in the lowest quartile will be monitored as part of MTSS on a bi-weekly basis. Grade level teams will meet monthly to discuss the data and adjust as needed.
Person responsible for monitoring outcome:	Joshua Bennett (bennettj@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	BRE will implement a specific intervention/remediation time for each grade level. Students in the lowest quartile will be tracked to ensure that instruction matches the students' needs. BRE will use the District's Decision tree for what students will be participating and the resources to be used.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	BRE will use the District's Decision tree for what students will be participating and the resources to be used.

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.

Grade level teams will meet on a monthly basis to review grade level data of the assessments that are approved by the District for MTSS. Grouping students according to need will be done as part of these data meetings.

Person Responsible   Joshua Bennett (bennettj@manateeschools.net)

#2. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	There has been a transformation of staff in the past three years. In addition, 65% of the student population is attending BRE by using the choice/hardship process through the Office of Student Assignment. It is vital the new staff members are acclimated to the climate, culture, and expectations at BRE. It is through a strong leadership team that the focus will be understood by all staff members.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Using the state FAST assessment, we will increase the percentage of students who were proficient from 2022 to 2023. The goal for ELA is 78 percent proficient. The goal for math is 88 percent proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area will be monitored through semi-monthly instructional leadership teams that will focus on school wide data. In addition, there are semi-monthly grade level team meetings with administration with a focus on collaborative planning and assessments.
Person responsible for monitoring outcome:	Joshua Bennett (bennettj@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Regularly scheduled meetings using District roadmaps, resources, and assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy is selected because these resources are available to all stakeholders and guide our daily work.

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.

Semi-monthly instructional leadership team meetings are on the schedule for the 2022-2023 school year. The agenda will include instructional topics.

Person Responsible   Joshua Bennett (bennettj@manateeschools.net)

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This is the first year for the BEST standards to be implemented in all grade levels for reading and math. Ensuring teachers understand the changes is vital to the success of our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Using the state's STAR and FAST assessments all students will increase their performance level for each progress monitoring.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Common grade level planning, instructions, and assessments will be based on BEST standards.
Person responsible for monitoring outcome:	Tina Stancil (stancilt@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Grade level teams meet with a member of the administrative team semi-monthly for planning purposes. Additionally, there is full day grade level planning that is scheduled quarterly and includes a member of the leadership team.
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 because the time has been set aside for these planning sessions. Additionally, there is PTO funds used to pay for substitute teachers for the full day planning.

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.

Semi-monthly grade level PLCs are on the calendar for the school year. Additionally, full day planning sessions are on the calendar for the school year.

Person Responsible   Tina Stancil (stancilt@manateeschools.net)

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.

BRE has a variety of school based groups that contribute to creating a positive school culture and environment. The school's leadership team sets the tone by being positive, active staff members that problem solve and lead by example. We have sub committees that provide focused work in defined areas as they relate to our vision and mission of the school.

The yearly calendar includes dates for quarterly grade level teacher planning and collaboration; monthly school-wide professional development sessions, monthly grade level data meetings, and weekly grade level planning and collaboration meetings, During each of these meetings, administration and the school's instructional coach are present to reinforce the school's focus areas and to be of support.

There are 6 new instructional staff members this school year. Each of these BRE staff members were provided a day with the school's principal to learn about the culture and climate of the school and the school's procedures. Additionally, these new staff members are paired with a mentor who is an established staff member at BRE.

A positive culture and environment for students is addressed in several ways. First, BRE utilizes the District's Character Strong monthly character trait program. Each staff member has a set of 10 colored beads. Each colored bead represents a character trait. When a staff member sees a student exemplifying a trait, that student will receive the colored bead to match the character trait. Students collect the character trait beads on a ring.

The second significant way culture and environment is address is with organizing intermediate students among "houses". These houses complete activities and challenges together to earn points. The points lead to a school-wide trophy on display for the "house". The final way that a positive culture and environment is addressed is with School spirit days. The entire staff works together to Redesign the school setting for this spirit day. All learning for the day keeps the theme of the day at it's center.

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

Joshua Bennett- Principal
Tina Stancil- Assistant Principal
Melissa Dowling- Student Support Specialist
Courtney Walker- Media Specialist/ Instructional Coach