State College Of Florida Collegiate School

2022-23 Schoolwide Improvement Plan

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State College Of Florida Collegiate School

5840 26TH ST W, Bradenton, FL 34207

https://scfcs.scf.edu/bradenton/

Demographics

Principal: Kelly Monod

Start Date for this Principal: 8/10/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	45%
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: A (72%) 2018-19: A (76%) 2017-18: A (78%)
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

N/A

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.](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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School Demographics

School Type and Grades Served
(per MSID File)

High School
6-12

2021-22 Title I School

No

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

45%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

49%

School Grades History

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

School Board Approval

N/A

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.

State College of Florida Collegiate School's mission is to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation. Beginning in 6th grade, SCFCS students' progress in a rigorous academic environment, supported with 1:1 technology. The program utilizes demanding and innovative initiatives to establish a system that encourages independent learning, preparing students for success in a full-time college schedule beginning their junior year.

Provide the school's vision statement.

The following tenets guide the operation of the SCF Collegiate School:

-Pursue innovation in teaching and learning.
-Engage in continuous assessment to measure success for positive change.
-Partner with other schools and institutions locally, nationally and internationally.
-Infuse curriculum with characteristics necessary to build student awareness of the international community, and their role as global citizens.
-Instill a 'going to college' culture at an early age, specifically for students who are first generation college students.
-Educate families and the community about the benefits of a college education, and the importance of early preparation.
-Eliminate transitions in education with a continuum from sixth grade to college, while providing academic advising for college at SCF and beyond.
-Using technology to increase interest, and to teach and learn with relevant tools needed for today's "digital natives".
-Increase rigor and curricular relevance, with enrichment utilizing college resources.
-Create a home base for accelerated college students enrolled in SCFCS.

Innovative teaching and creative leadership will accomplish this mission. Each student is encouraged to learn to work independently, with other students, and with instructors to meet their goals.

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	66	68	67	74	74	76	68	493
Attendance below 90 percent	0	0	0	0	0	0	3	1	3	2	2	0	0	11
One or more suspensions	0	0	0	0	0	0	1	0	1	1	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	2	1	0	5	2	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	3	14	2	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	8	3	4	3	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	5	5	2	2	6	0	0	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	3	1	0	2	0	0	9

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	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	

Date this data was collected or last updated

Sunday 9/25/2022

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	66	68	69	73	75	73	76	500
Attendance below 90 percent	0	0	0	0	0	0	1	1	3	2	3	0	0	10
One or more suspensions	0	0	0	0	0	0	1	2	2	6	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	2	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	9	9	1	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	5	5	3	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	5	1	1	2	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	2	3	2	2	0	0	17

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	3	1	1	1	0	0	0	6

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	

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	66	68	69	73	75	73	76	500
Attendance below 90 percent	0	0	0	0	0	0	1	1	3	2	3	0	0	10
One or more suspensions	0	0	0	0	0	0	1	2	2	6	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	2	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	9	14	2	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	5	5	3	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	5	1	1	2	0	0	13
Number of students with a substantial reading deficiency	0	0	0	0	0	0	8	2	3	2	2	0	0	17

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	3	1	1	1	0	0	0	6

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	75%	48%	51%				78%	49%	56%
ELA Learning Gains	51%						64%	47%	51%
ELA Lowest 25th Percentile	43%						54%	37%	42%
Math Achievement	83%	35%	38%				92%	51%	51%
Math Learning Gains	67%						71%	47%	48%
Math Lowest 25th Percentile	61%						64%	45%	45%
Science Achievement	83%	45%	40%				75%	67%	68%
Social Studies Achievement	98%	43%	48%				96%	69%	73%

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	57	57		77	38						
ELL	29	30	34	67	54	60	44				
ASN	83	61		81	69						
BLK	67	52		80	57		73				
HSP	64	48	41	81	67	70	67	96	6	100	100
MUL	85	50		91	80						
WHT	81	52	40	86	67	55	93	100	34	100	100
FRL	68	46	44	81	62	51	74	97	24	100	100
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	73	82		82	91						
ELL	52	47	41	70	53	56	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
ASN	86	77		100	82						
BLK	71	57		88	54		69				
HSP	73	58	45	76	53	59	71	86		100	100
MUL	91	64		90	50						
WHT	88	65	73	88	63	68	90	97	28	100	100
FRL	76	57	46	81	54	57	73	93	12	100	100

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
ELL	35	41	42	74	59	61	36	83			
ASN	84	65		100	87						
BLK	73	63	64	90	68	60	42				
HSP	65	63	55	88	67	64	67	90	38	100	100
MUL	91	64									
WHT	87	64	33	93	72	65	87	97	50	98	100
FRL	69	66	60	89	68	65	74	95	39	100	100

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	69
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	42
Total Points Earned for the Federal Index	832
Total Components for the Federal Index	12
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	45

English Language Learners	
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	74
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	66
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	66
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	77
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	73
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	68
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?

Overall, the school maintains the A grade. While the school expected to see a decline in scores for 2020-21, during a hybrid schooling year, the scores were extremely similar to 2020-21. The scores for 2021-22 went down slightly in percentage and learning gains, although still ahead of the state and district scores.

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

For ELA, 25% were below level in '22 and in '21 only 18% were below level on the reading FSA. In Math, 16% were below level, and 15% the year before. There was a decline in learning gains for all subgroups, except for the Hispanic subgroup, which saw gains in reading. English Language Arts saw a significant drop in learning gains for all students, although Math learning gains improved.

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 have many variables from loss of learning during the pandemic, to a change in the lottery population, to the first full year back at school in some time, which saw many issues with behavior that were a newer component to the school. Actions include the continuation of behavior teams and high expectations for students as part of the school culture.

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

Social studies and science scores improved, although all passing were above 80% and grew higher. Math was about the same, but the percentage of students passing was extremely high with the lowest sub group at 67% pass rate.

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

Strong curriculum groups with veteran teachers, who team teach. Focus on STEM curriculum electives in every grade, with resources from grants for coding in the classrooms.

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

Continuing to support teachers and hiring guidance counselors and paraprofessionals. Working to rebuild the English team which is currently missing two teachers.

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.

SCFCS has restructured to have a director of curriculum and instruction to oversee teacher professional development and classroom evaluations. Grant funds continue to allow teachers to explore new resources at conferences.

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

The change in personnel structure and the additional teacher leadership opportunities create experts to disseminate information and add more eyes to review procedures and best practices.

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

:

#1. Positive Culture and Environment specifically relating to school culture and student expectations	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Focus on school culture and student expectations. Last year the student surveys were negative towards the school and each other. Students requested, and would benefit from, opportunities for participation in school initiatives, with a focus on capacity building, coping, patience and kindness.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the bullying reports on the anonymous report for 2022-23. Decrease the incidents of minor vandalism. Increase the opportunity for students to work on life skills and relationships with counselors and for academic coaching curriculum. Increase opportunities for students to raise concerns to administration and provide their thoughts to resolving conflict.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitored by the behavior specialist and guidance counselors.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Per statute, refocus on character curriculum and youth mental health first aid with support with the certified counselors. Increase the opportunity for grade level 'listening tours' with the opportunities for students to make positive, yet impactful, leadership opportunities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Adhering to the required mental and emotional health education [F.A.C. 6A-1.09401].

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on 2022 FSA scores, while results were high as a group, there was an overall decline in growth, especially with ELL subgroups. A focus on reading techniques, strategies, whole school alignment and capacity and duration for reading times will be part of the goal. Paraprofessional small groups for ELL students will also be priority.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase in English growth and scores by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitored with online reading program data, student grades, ESOL goals in the classrooms and state level progress monitoring and teacher focus and outcomes in the classrooms.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With the addition of a new position - director of curriculum and instruction, SCFCS teachers will work though a full evaluation of curriculum presentation and resources.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome is student engagement, as noted by decrease in behavior infractions during class, the overall mastery project grades and time on task.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitored by the director, with this role making adjustments and collaboration with mentor teachers.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	There will be a focus on best practices from high impact teaching strategies (HITS), along with the goals of our model school, Kunskapskollen. HITS include goal setting (weekly); structured and scaffolded lesson plans; explicit teaching with modeling of expectations and worked examples; collaborative learning in small groups; multiple exposures to curriculum and skills with cross-curricular lesson plans; the use of questioning and feedback in the classroom and with assignments; differentiation teaching with remediation, adding choices in their learning; and metacognitive strategies where students think about their learning and how they learn best, with an array of techniques presented.
Rationale for Evidence-based	There are many opportunities to use this strategy to all curriculum groups and classrooms. They become a variety of tools for new and veteran teachers to use in the classrooms.

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

The HITS are weaved into the SCFCS model and provide a foundation for independent learning for students to utilize their strengths with navigating the college dual enrolled courses in junior and senior year.
With the role of the Director of Curriculum and Instruction, and audit of curriculum in Canvas courses will highlight best practices, provide curriculum support and align the opportunities for students to have multiple exposures to develop their individual learning and study plans.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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.

All school initiative:
-Parents are included in student conferences at least two times per year, and communication with coaches is ongoing. Students may lead conferences and discuss goal setting and achievements or coaches may address grade levels at one time for common questions.
-Instructors are also academic coaches, assigned 22-25 students, so parents can have a go-to
person for increased communication .
-Students email parents academic updates weekly.
-Administration emails parents newsletter every week.
-Volunteer opportunities at school and field trips.
-Academic events sponsored by student clubs.
-PTO and SAC every month.
-Efforts to welcome Spanish speaking parents with translator available for conferences and evening social events. SCFCS offers an information session presented in Spanish. Spanish speaking volunteers and staff are available, and important documents are often translated.
-Guidance office is working with academic coaches and students to bring in a culture of kindness and rewards.
-The behavior specialist works with D-FY Manatee to host a club that promotes anti-drug culture and team building. The clubs hosts Stomp Out Bullying Day.
-Teachers have office hours after school to ensure they are available for individual student questions and

concerns.
-In academic coaching classes, students write reflections to their weekly goals to develop metacognition and offer an opportunity for individual attention and instructor support.

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

Stakeholders...