N. B. Cook Elementary School

2022-23 Schoolwide Improvement Plan

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N. B. Cook Elementary School

1310 N 12TH AVE, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Knight Larry

Start Date for this Principal: 9/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	44%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (71%) 2017-18: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Escambia 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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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 KG-5	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.
Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

Provide the school's vision statement.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.
Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

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
Knight, Larry	Principal	
Cothran, Laurie	Assistant Principal	
Collins, Stephanie	Teacher, K-12	
Kilpatrick, Betsy	Teacher, K-12	
Hall, Sheila	Teacher, K-12	
Ueberroth, Christy	Teacher, K-12	
Sistrunk, Jeni	Teacher, K-12	
Habayeb, Megan	Teacher, ESE	

Demographic Information

Principal start date
Tuesday 9/13/2022, Knight Larry

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.*
1

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.*
10

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
520

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

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	105	95	89	83	70	71	0	0	0	0	0	0	0	513
Attendance below 90 percent	1	11	7	7	3	9	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
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	3	1	0	0	2	0	0	0	0	0	0	0	6

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	5	5	1	0	0	0	0	0	0	0	0	0	0	11
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 9/19/2022

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	111	99	96	90	86	87	0	0	0	0	0	0	0	569
Attendance below 90 percent	8	12	9	16	10	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	0	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	0	0	0	0	0	0	0	0	3
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	7	10	9	8	6	5	0	0	0	0	0	0	0	45

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	1	0	1	2	0	0	0	0	0	0	0	0	4

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	8	4	0	1	0	0	0	0	0	0	0	0	0	13
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	111	99	96	90	86	87	0	0	0	0	0	0	0	569
Attendance below 90 percent	8	12	9	16	10	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	0	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	0	0	0	0	0	0	0	0	3
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	7	10	9	8	6	5	0	0	0	0	0	0	0	45

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	1	0	1	2	0	0	0	0	0	0	0	0	4

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	8	4	0	1	0	0	0	0	0	0	0	0	0	13
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	76%	51%	56%				82%	53%	57%
ELA Learning Gains	61%						67%	55%	58%
ELA Lowest 25th Percentile	50%						57%	52%	53%
Math Achievement	84%	46%	50%				83%	57%	63%
Math Learning Gains	68%						71%	60%	62%
Math Lowest 25th Percentile	48%						55%	52%	51%
Science Achievement	77%	52%	59%				80%	54%	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	84%	56%	28%	58%	26%
Cohort Comparison		0%				
04	2022					
	2019	85%	52%	33%	58%	27%
Cohort Comparison		-84%				
05	2022					
	2019	78%	51%	27%	56%	22%
Cohort Comparison		-85%				

				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	83%	55%	28%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	84%	58%	26%	64%	20%
Cohort Comparison		-83%				
05	2022					
	2019	82%	55%	27%	60%	22%
Cohort Comparison		-84%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	80%	55%	25%	53%	27%
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	61	73		72	55						
BLK	49	46	45	56	49	38	61				
HSP	86	50		86	80						
MUL	90	64		95	82						
WHT	85	67	54	93	73	60	82				
FRL	66	49	40	74	60	29	74				
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	59			59							
BLK	44	25	8	59	18	18	29				
HSP	85			75							
MUL	89			95							
WHT	83	49		88	53		86				
FRL	68	43	12	75	34	29	65				
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	52	57		59	50						
BLK	55	54	39	61	62	53	50				
HSP	81	73		81	73						
MUL	90	68		90	68		82				
WHT	90	70	78	89	74	61	89				
FRL	72	60	50	75	59	48	65				

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	66
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	
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	65
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	49
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	76
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	83
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	56
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?

When comparing our subgroup data, the trend is an increase of at least two percentage points across all subgroups in ELA.
ELA Achievement data in each subgroup is trending upward. In 2022, 61% of our students with disabilities were at proficiency in ELA. This is an increase compared to 59% in 2021. Likewise our other subgroups continue to show improvement in 2022 when compared to 2021 scores: African American students 49%/44%; Hispanic students 86%/85%; Mulitracial students 90%/89%; and White students 85%/83%. Our learning gains in ELA significantly increased from 39% (average for our Black, White, and students earning Free and Reduced Lunch) to 54%.

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

Although gains are being made, our African American students are not scoring above the 50% in ELA for proficiency, learning gains, or lowest 25% learning gains. This subgroup has been, and will continue to be, an area of focus.

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 gains can be attributed to the implementation of data-focused classrooms. New data tracking spreadsheets were initiated for teachers and school administration to track the data of the students. Utilizing these sheets allows quick access for data growth or stagnation of individual and groups of students.
Our school also used some of the ESSER funds to implement a tutoring program for some of our students, targeted based on performance on current progress monitoring and prior state assessments.

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

Our subgroup of African American students showed the most improvement, across both ELA and Math proficiencies, learning gains, and lowest quartile learning gains.

Our African American students scored 49% proficient with 46% showing learning gains and 45% of the lowest quartile making learning gains. This is compared 44% proficient; 25% learning gains; and 8% of the lowest quartile making learning gains in ELA in 2022.

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

Our gains can be attributed to the implementation of data-focused classrooms. New data tracking spreadsheets were initiated for teachers and school administration to track the data of the students. Utilizing these sheets allows quick access for data growth or stagnation of individual and groups of students.
A school wide book study that focuses on the different learning styles and strategies to more effectively reach our African American male students was done by our entire faculty.
Our school also used some of the ESSER funds to implement a tutoring program for some of our students, targeted based on performance on current progress monitoring and prior state assessments.

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

We are going to continue to focus on identifying students in subgroups that are struggling, specifically our African American males and our students with disabilities. We also would be remiss to lose sight of providing enrichment opportunities for our students that are currently scoring at the proficient level to ensure they continue their growth instead of stagnation or backsliding.

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.

We will hold monthly data meetings both with grade levels and individual teachers to dissect classroom data trends, identifying students who are struggling, not making growth, and or are in need of remediation or enrichment lessons during small group. The implementation of small group instruction at both ELA and Math for K - 5 and small group instruction during Science at the 5th grade level will promote more student-focused lessons for growth.
A representative from iReady will conduct three professional development sessions for all faculty throughout the school year to help teachers focus on different areas of instruction and utilization of the iReady program and features to best serve their students.

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

We will hold monthly data meetings both with grade levels and individual teachers to dissect classroom data trends, identifying students who are struggling, not making growth, and or are in need of remediation or enrichment lessons during small group. The implementation of small group instruction at both ELA and Math for K - 5 and small group instruction during Science at the 5th grade level will promote more student-focused lessons for growth.
A representative from iReady will conduct three professional development sessions for all faculty throughout the school year to help teachers focus on different areas of instruction and utilization of the iReady program and features to best serve their students.

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.	Learning Gains for our Lowest Quartile students is only at 50% in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency will go from 76% on the 2022 FSA ELA test to 78% or higher on the FAST PM3. Our students ELA Learning Gains will go from 61% to a 65% or higher. The achievement gap in proficiency between our White students and African American students will decrease from 36 percentage points to 30 or less percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	DATA from STAR360, iReady, and FAST PM1 and PM2 will be kept in a data tracking spreadsheet in which the teachers will input their students' scores after each Diagnostic assessment. The administrative team will meet with each grade level to review and go over data. School administrators will conduct classroom walkthroughs and will review school-wide data meetings at least once a month. They will monitor the progress of students receiving intervention and share findings with the teachers. Our RtI coordinator will participate in the data meetings to determine effectiveness of Tier II and Tier III interventions for individual students. She will also monitor students who fall below the proficiency performance level to ensure those students are in the RtI process.
Person responsible for monitoring outcome:	Larry Knight (lknight2@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	We will teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring, inference, and retelling. We will also ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Decoding words, analyzing word parts, and writing/recognizing words are also a way we will enhance our reading instruction.

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.	Comprehension is hindered when a student lack the ability to apply decoding strategies, lacks vocabulary, and lacks background knowledge. Furthermore as text complexity increases from grades K - 3 to grades 4 and 5, students need explicit and differentiated instruction in comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction for intentional mental action in improving comprehension will help students navigate more complicated texts in grades 4 and 5. The practices selected are based on recomendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding Kindergarten through 3rd Grade (WWC), and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth & 5th grade students needing interventions in foundational skills &/or comprehension benefit from instruction aligned to the recommendations outlined in these WWC practice guides for K - 3. These strategies align to the ECPS K - 12 Comprehensive Evidence Based Reading Plan.

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.

Participate in High Quality Reading Project for K - 2 teachers to increase teacher knowledge and provide evidence-based foundational skills instruction. The leadership team will review student performance on the 2022 FSA data, 2023 progress monitoring data, and analysis of the STAR goals for the 2022-2023 school year; The leadership team will meet with teachers to review ongoing data, identify students in ESSA subgroups and develop goals for students; Teachers will meet with their students to develop goals based on student data.

Person Responsible	Larry Knight (lknight2@ecsdfl.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.

School culture and climate are intangible, but are essential components within a school environment. Positive school culture provides a safe, supportive, encouraging, inviting, and challenging environment for students, faculty, and staff which, in turn, allows students' academic achievement to evolve. We include our whole school community in building and maintaining our school's positive culture and climate. It becomes a

way of life throughout the entire school community. The teachers buy-in via their classroom spaces; it is spread throughout social media, and usually focuses on a specific theme or concepts.

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

Everyone takes part in building the culture and climate of the school as it takes all stakeholders to maintain it. The leadership team hosts monthly morale boosting measures for faculty and staff and many fun activities for students to participate. We have high parental and community involvement on our campus that continuously promotes positive relationships between all stakeholders.