

Bradford County School District

Bradford Elementary School



2022-23 Schoolwide Improvement Plan

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Bradford Elementary School

3856 SE 144TH ST, Starke, FL 32091

bradfordschools.org/bes

Demographics

Principal: Cassie Melvin

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: D (40%) 2018-19: C (41%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Bradford County School Board on 1/9/2023.

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 PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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<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.

It is the mission of the faculty, staff, parents, community, and stakeholders of Southside Elementary to create empowered students who will be successful and productive citizens with the ability to solve real world problems, while accepting ownership of their learning through collaboration and critical thinking. We believe that every child deserves the same- a top quality, rigorous education that will prepare them for success in their future educational endeavors.

Provide the school's vision statement.

Through implementing Positive Behavior Intervention Systems (PBIS) with fidelity, providing rigorous instruction for our students, offering applicable professional development for faculty and staff, and providing extended planning time; an increase in learning gains in reading, math and science will occur.

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
Melvin, Cassie	Principal	Oversee implementation of new curriculum: HMH, UFLI, Big Ideas, intervention programs if needed for supplementation. Oversee the daily operations of the school functioning. Make changes to intervention and master schedule if modifications are needed.
Morgan, Lauren	Assistant Principal	Oversee all implementation.
Adams, Tammy	Reading Coach	Oversee implementation of new ELA curriculum, literacy, interventions and supports for teachers.
Couey, Susie	Curriculum Resource Teacher	Oversee data collections, MTSS and curriculum needs for teachers.
Eison, Heather	Math Coach	Oversee implementation of new math curriculum and supports for all teachers.

Demographic Information

Principal start date

Thursday 7/1/2021, Cassie Melvin

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.*

6

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

639

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.

14

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	101	93	112	119	95	91	0	0	0	0	0	0	0	611
Attendance below 90 percent	40	34	31	37	34	30	0	0	0	0	0	0	0	206
One or more suspensions	10	15	10	9	15	30	0	0	0	0	0	0	0	89
Course failure in ELA	28	22	16	32	14	25	0	0	0	0	0	0	0	137
Course failure in Math	15	20	21	39	17	27	0	0	0	0	0	0	0	139
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	36	35	37	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	55	35	41	0	0	0	0	0	0	0	131
Number of students with a substantial reading deficiency	20	26	26	37	12	20	0	0	0	0	0	0	0	141

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	31	29	29	58	42	44	0	0	0	0	0	0	0	233

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	13	7	5	6	7	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	1	5	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/24/2022

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	96	80	101	122	85	99	0	0	0	0	0	0	0	583
Attendance below 90 percent	25	44	49	59	43	46	0	0	0	0	0	0	0	266
One or more suspensions	1	1	12	5	10	15	0	0	0	0	0	0	0	44
Course failure in ELA	3	6	4	5	4	6	0	0	0	0	0	0	0	28
Course failure in Math	1	2	6	11	3	10	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	28	34	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	46	45	0	0	0	0	0	0	0	108
Number of students with a substantial reading deficiency	26	31	40	76	35	65	0	0	0	0	0	0	0	273

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	4	7	11	16	21	37	0	0	0	0	0	0	0	96

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	13	8	6	9	4	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	4	2	0	0	0	0	0	0	0	0	6

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	96	80	101	122	85	99	0	0	0	0	0	0	0	583
Attendance below 90 percent	25	44	49	59	43	46	0	0	0	0	0	0	0	266
One or more suspensions	1	1	12	5	10	15	0	0	0	0	0	0	0	44
Course failure in ELA	3	6	4	5	4	6	0	0	0	0	0	0	0	28
Course failure in Math	1	2	6	11	3	10	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	28	34	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	46	45	0	0	0	0	0	0	0	108
Number of students with a substantial reading deficiency	26	31	40	76	35	65	0	0	0	0	0	0	0	273

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	4	7	11	16	21	37	0	0	0	0	0	0	0	96

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	13	8	6	9	4	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	4	2	0	0	0	0	0	0	0	0	6

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	37%	45%	56%				44%	53%	57%
ELA Learning Gains	44%						49%	49%	58%
ELA Lowest 25th Percentile	45%						53%	46%	53%
Math Achievement	37%	49%	50%				44%	55%	63%
Math Learning Gains	56%						36%	50%	62%
Math Lowest 25th Percentile	38%						30%	35%	51%
Science Achievement	23%	46%	59%				32%	43%	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	52%	59%	-7%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	40%	47%	-7%	58%	-18%
Cohort Comparison		-52%				
05	2022					
	2019	31%	42%	-11%	56%	-25%
Cohort Comparison		-40%				
06	2022					
	2019					
Cohort Comparison		-31%				

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	51%	60%	-9%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	40%	49%	-9%	64%	-24%
Cohort Comparison		-51%				
05	2022					
	2019	30%	46%	-16%	60%	-30%
Cohort Comparison		-40%				
06	2022					
	2019					
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	39%	-9%	53%	-23%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-30%				

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	31	46	38	30	48	36	29				
BLK	23	51	57	30	56	29	16				
MUL	60	64		40	45						
WHT	42	39	43	40	57	48	26				
FRL	32	44	52	32	52	35	20				
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	24		23	38		31				
BLK	21	26		17	32		21				
WHT	49	57		41	38		21				
FRL	34	31		23	26		21				
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	31	40	53	33	40	42	25				
BLK	33	43	57	30	26	28	11				
WHT	52	53	50	52	42	33	39				
FRL	39	46	48	38	33	31	26				

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52

Multiracial Students	
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	42
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Students with disabilities increased in their overall learning gains and achievement in ELA and math. While there were increases in learning gains in ELA, overall ELA proficiency remains low at 37%. The same trend is noticed in Mathematics. While there were increases in learning gains, overall proficiency fell from 43% in 2021 to 37% in 2022. Science proficiency also fell from 31% proficient in 2021 to 23% in 2022. We believe our new math intervention program, Acaletics attributed to the growth in our math scores in learning gains and learning gains of the lowest quartile.

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

Under the Spring 22 Federal Indices, Southside has a total of 40 points. The school has a poverty rate of 100%. The lowest subgroups are (1) Black with 37%, (2) the Students With Disabilities with 37% and Economically Disadvantaged of 34%. The school as been listed for Comprehensive Support and Improvement. 26% of Southside's student population are students with exceptionalities. 85% of students with Exceptionalities in Grades 3, 4, and 5 scored Level 1 on the 2022 FSA. 147 students have active Individual Educational Plans and a critical need has been noted over and above what the district is providing with support in this area.

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

While there were increases in learning gains in ELA, overall ELA proficiency remains low at 37%. Math saw an increase in learning gains, however, overall proficiency fell from 43% in 2021 to 37% in 2022. Science proficiency also fell from 31% proficient in 2021 to 23% in 2022. Acaletics attributed to the growth in our math scores in learning gains and learning gains of the lowest quartile. The need to improve standards based instruction across all content areas for initial classroom instruction and small group differentiation was identified as a specific focus for the following listed activities:

SSE will implement micro-bursts of professional learning on B.E.S.T. Standards as well as evidence-based instructional strategies. Teachers will have common planning time with coaching/administrative support to design standards-based-instruction. They will then deliver the instruction with formative assessment, and evaluate the success. With intensive focus on standards-based planning/instruction, student learning should increase. After specific standards related PLCs, teachers will collaborate with grade-level teams, vertically aligned multi-grade level teams, and mentor teams to plan and review the efficacy of lessons that were based on differentiating instruction.

IXL science will be used for 4th/5th grades to reinforce standards based instruction and concept understanding and provide progress monitoring.

UFLI will be implemented daily in the K-2 ELA classrooms and utilized for ELA intervention purposes where needed, complimented by Secret Stories.

Smartboards will enhance student engagement and facilitation of standards-based learning.

One day Science Bootcamp for 4th/5th graders to facilitate intense hands-on projects for review of key standards.

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

Our new math intervention program, Acaletics, attributed to the growth in our math scores in learning gains and learning gains of the lowest quartile. An overall increase from 35% in 2021 to 56% in 2022. State assessment data reflects this increase. Acaletics was implemented in October 2021 and in just 4.5 months of instruction, significant growth was seen across all FSA levels. For example, in Grade 3, the average standard performance increased by 16%. 9 standards increased by over 20% and the median standard performance increased from 22% to 41%. In Grade 4, the average individual standard performance increase was 27%. 23 standards increased by over 20%. 8 standards increased by over 30% and the median standard performance increased from 18% to 44%. In Grade 5, the average individual standard performance increased 27% as well. 19 standards increased by over 20%. 13 standards increased by over 30%. The median standard performance increased from 21% to 46%. We will continue to utilize this program for 2022-2023 school year. Acaletics is used as a progress monitoring tool on a monthly basis. iReady math was also used as a progress monitoring tool.

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

Our new math intervention program, Acaletics, attributed to the growth in our math scores in learning gains and learning gains of the lowest quartile. An overall increase from 35% in 2021 to 56% in 2022. Acaletics was implemented in October 2021 and in just 4.5 months of instruction, significant growth was seen across all FSA levels. For example, in Grade 3, the average standard performance increased by 16%. 9 standards increased by over 20% and the median standard performance increased from 22% to 41%. In Grade 4, the average individual standard performance increase was 27%. 23 standards

increased by over 20%. 8 standards increased by over 30% and the median standard performance increased from 18% to 44%. In Grade 5, the average individual standard performance increased 27% as well. 19 standards increased by over 20%. 13 standards increased by over 30%. The median standard performance increased from 21% to 46%. We will continue to utilize this program for 2022-2023 school year. Acaletics is used as a progress monitoring tool on a monthly basis.

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

PLC CYCLES WITH EXTENDED SUPPORTED PLANNING TIME.

Southside Elementary will implement a non-negotiable professional development plan that cycles micro-bursts of professional learning on the new B.E.S.T. Standards as well as evidence based instructional strategies. Following the professional learning, the teachers shall have consistent common planning time with coaching and administrative support to design standards-based instruction. The teacher will then deliver the instruction with formative assessment, and bring back the data to evaluate the success of the student learning. With intensive focus on standards based planning and instruction, student learning should increase. After specific standards related PLCs, teachers will collaborate with grade-level teams, vertically aligned multi-grade level teams, and mentor teams in order to plan and review the efficacy of lessons that were based on differentiating instruction. PLCs activities will take place both during school and after school.

Based on data collection findings, it was determined there was a high percentages of discrepancies within teacher gradebooks across multiple grade levels, including testing grade levels. An example would be the number of assessments or grades in the gradebook that were not on track with our district wide pacing guide. These grades did not align with progress monitoring or FSA data showing some students were not exposed to necessary standards prior to the state assessment. Administrators will meet weekly with teacher groups to ensure teachers are keeping up with the pacing guide.

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.

With our UniSig approved plans for improvement we are providing extended day planning time for instructional teachers. Teachers have also provided documentation and sign in sheets for a designated day they meet with their grade level teams for planning purposes. Mini PD based off of Marzano observations, Science of Reading with our State Regional Literacy Director from Just Read Florida, HMH on site training, UFLI on site training, SEL "In Focus" training, DIBELS for progress monitoring, math coaching cycles and on site new teacher trainings and support for classroom management.

The district is providing the current administration and leadership staff opportunities to learn from visiting effective turn around schools in neighboring districts, attending professional development related to school improvement and instructional leadership, and instructional leadership coaching through NEFEC or similar contracted service. By participating in the listed activities, the principal will be better prepared to meet the unique needs of Southside Elementary School's staff and students. (1) The instructional leadership coach will coach the administrator and leadership teams in analyzing data, comparing evidence based interventions, choosing focused strategies for improvement to share with staff and conducting fidelity walkthroughs to ensure implementation is immediate and effective. (2) Attending the Building Expertise Conference with Learning Sciences International (Marzano), Exceeding Expectations with ECTAC, and the Florida Association of School Administrator conferences (FASA) will also provide important opportunities to learn from the Best Practices implemented in other successful schools and allow for additional networking and support. (3) Attending the B.E.S.T Standards training in Orlando.

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

Retention of teachers is a high priority for our campus. In the previous year (21-22) we saw a 27% turnover rate due to districts in surrounding counties that saw a significant increase in pay in which our district unfortunately could not match at this time. On exit interviews, instructional staff indicated their primary reason for leaving was for financial reasons. By providing a positive climate and culture, we will better ensure the retention of highly effective/effective teachers.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The current principal and assistant principal are both beginning their second year at this school.

The district is providing the current administration and leadership staff opportunities to learn from visiting effective turn around schools in neighboring districts, attending professional development related to school improvement and instructional leadership, and instructional leadership coaching through NEFEC or similar contracted service. By participating in the listed activities, the administrative team will be better prepared to meet the unique needs of Southside Elementary School's staff and students. (1) The instructional leadership coach will support the administrator and leadership teams in analyzing data, comparing evidence based interventions, choosing focused strategies for improvement to share with staff and conducting fidelity walkthroughs to ensure implementation is immediate and effective. (2) Attending the Building Expertise Conference with Learning Sciences International (Marzano), Exceeding Expectations with ECTAC, and the Florida Association of School Administrator conferences (FASA) will also provide important opportunities to learn from the Best Practices implemented in other successful schools and allow for additional networking and support.

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

School administrators will rate their ability to provide instructional leadership in focused turn around activities as "Mostly Agree" or "Agree" on at least 90% of the questions on a post survey that measures confidence and ability in (1) using multiple data measures to identify needs, (2) researching and selecting evidence based intervention that is relevant to their particular school, (3) leading/facilitating training and planning with staff on turn around activities, (4) having critical conversations with teachers on the urgency and importance of the interventions and implementation, and (5) improving school culture to prioritize student success.

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

Administration will work closely with the district and state teams to ensure progress toward the overall school improvement.

Person responsible for monitoring outcome:

Cassie Melvin (melvin.cassie@mybradford.us)

Evidence-based Strategy: Describe the evidence-

School administrators will rate their ability to provide instructional leadership in focused turn around activities as "Mostly Agree" or "Agree" on at least 90% of the questions on a post survey that measures confidence and ability in (1) using multiple data measures to identify needs, (2) researching and selecting evidence based intervention that is relevant to their particular school, (3) leading/facilitating training and planning with staff on turn

**based
strategy
being
implemented
for this Area
of Focus.**

around activities, (4) having critical conversations with teachers on the urgency and importance of the interventions and implementation, and (5) improving school culture to prioritize student success.

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

Reflection on progress made will determine next steps. School based administrators receive a beginning of the year reflection checklist which we rate ourselves in the above categories. At the end of the year evaluation, we rate again to determine growth alongside a district administrator.

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. Transformational Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus****Description and Rationale:**

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

Retention of teachers is a high priority for our campus. In the previous year (21-22) we saw a 27% turnover rate due to districts in surrounding counties that saw a significant increase in pay in which our district unfortunately could not match at this time. On exit interviews, instructional staff indicated their primary reason for leaving was for financial reasons. By providing a positive climate and culture, we will better ensure the retention of highly effective/effective teachers.

Measurable**Outcome:**

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

Climate surveys will be provided at mid year and also end of the year. Last school year, climate surveys indicated staff members were not unhappy working at Southside and it was evident they saw an increase in culture and climate throughout campus. Exit interviews provided clarification as to the movement of teachers from our campus.

Monitoring:

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

While we cannot offer more money for teachers overall, we do have an opportunity for effective or highly effective (based off a 3 year aggregate data for VAM scores) a bonus for instructional teachers if we have an opening for this school year only. The only way to measure this area of focus is the decrease in the percentage of teachers that may leave at the end of the school year.

Person responsible for monitoring outcome:

Cassie Melvin (melvin.cassie@mybradford.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Climate surveys that will be provided to staff twice per year will help us understand if teachers feel happy and a sense of pride working at Southside.

Rationale for Evidence-based Strategy:

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

Teacher turnover rate has been high in previous years due to poor climate and culture. Inconsistent leadership has also attributed to teacher turnover.

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.

Climate surveys are given out mid-year which ask questions such as: "Are you happy coming to work here?" "Children feel safe at this school", "I'm proud to say I work here", etc. These anonymous results

drive self-reflection and conversations as a leadership team to determine areas of improvement for our staff.

Person Responsible Cassie Melvin (melvin.cassie@mybradford.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>While there were increases in learning gains in ELA, overall ELA proficiency remains low at 37%. The same trend is noticed in Mathematics. While there were increases in learning gains, overall proficiency fell from 43% in 2021 to 37% in 2022. Science proficiency also fell from 31% proficient in 2021 to 23% in 2022. Acaletics attributed to the growth in our math scores in learning gains and learning gains of the lowest quartile. The need to improve standards-based instruction across all content areas for initial classroom instruction and small group differentiation was identified as a specific focus for the following listed activities:</p> <p>SSE will implement a non-negotiable professional development plan that cycles micro-bursts of professional learning on B.E.S.T. Standards as well as evidence-based instructional strategies. Following the professional learning, the teachers shall have consistent common planning time with coaching and administrative support to design standards-based instruction. The teacher will then deliver the instruction with formative assessment, and bring back the data to evaluate. With intensive focus on standards-based planning/instruction, student learning should increase. After specific standards related PLCs, teachers will collaborate with grade-level teams, vertically aligned multi-grade level teams, and mentor teams in order to plan and review the efficacy of lessons that were based on differentiating instruction. Administrators will meet weekly with teachers to ensure teachers are keeping up with the pacing guide.</p> <p>IXL will be purchased for 4-5 and used to reinforce standards-based instruction and concept understanding and provide ongoing progress monitoring.</p> <p>We will purchase Secret Stories with professional development for classroom/small group instruction.</p> <p>Instructional Paraprofessional to assist with intervention with a focus on ELA and Math in Grades 3-5.</p> <p>Smartboards will enhance student engagement and facilitation of standards-based learning.</p> <p>One day Science Bootcamp for 4th/5th graders to facilitate intense hands-on projects for review of key standards.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p> <p>Monitoring: Describe</p>	<p>1. Overall ELA proficiency will increase by at least 5% (a minimum of 42% proficient based on the FAST in Spring 2022). Due to the move to a new state assessment system, this measure could also come from a 5% increased proficiency using STAR Reading assessments comparison from the beginning of the school year in August 2022 to the end of the school year - April/May 2023.</p> <p>2. Overall Math proficiency will increase by at least 5% (a minimum of 42% proficient based on the FAST in Spring 2022) . As with ELA, this measure could also come from a 5% increased proficiency using STAR Math assessment comparison from August 2022 to April/May 2023.</p> <p>3. Overall proficiency in science will increase by at least 5% (a minimum of 28% proficient) on the Spring 2023 Science state assessment.</p> <p>STAR progress monitoring for math and ELA along with Acaletics monthly monitoring. Data meetings with administration regarding curriculum/standards based common</p>

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

assessments. Monitoring of collaborative planning within teams will also be provided by lead teachers for grade level teams.

**Person
responsible
for
monitoring
outcome:**

Cassie Melvin (melvin.cassie@mybradford.us)

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

STAR progress monitoring for math and ELA along with Acaletics monthly monitoring. Data meetings with administration regarding curriculum/standards based common assessments. Monitoring of collaborative planning within teams will also be provided by lead teachers for grade level teams.

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

Data collection from teacher gradebooks along with assessment data showed a discrepancy with student grades and their performance on state assessments or other progress monitoring tools. Ensuring all students are being exposed to appropriate standards prior to testing is a priority.

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.

Bi-weekly data meetings with Admin. involve conversations of common task analysis, for example: teachers agree on HMM or Big Ideas assessment to give and then grades are reviewed with admin to look for strengths and weaknesses in instructional delivery.

**Person
Responsible**

Cassie Melvin (melvin.cassie@mybradford.us)

No description entered

Person Responsible [no one identified]

#4. 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.	Under the Spring 22 Federal Indices, Southside has a total of 40 points. The school has a poverty rate of 100%. The lowest subgroups are (1) Black with 37%, (2) the Students With Disabilities with 37% and Economically Disadvantaged of 34%. The school as been listed for Comprehensive Support and Improvement. 26% of Southside's student population are students with exceptionalities. 85% off students with Exceptionalities in Grades 3, 4, and 5 scored Level 1 on the 2022 FSA. 154 students have active Individual Educational Plans and a critical need has been noted over and above what the district is providing with support in this area. The Attendance para and school leadership will use frequent notes home along with other forms of communication to encourage regular attendance for all grade levels. The attendance paraprofessional supports academic instruction by improving the attendance rates of at-risk students, which in turn, promotes student achievement. Students cannot learn if they are not in school. The para will also be used in small group intervention for ELA and Math when not working on attendance issues. There is a direct coorelation between attendance and proficiency of our students.
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Southside Elementary will improve the overall proficiency percentage of Black Students from 37% to 40% by increasing their attendance to 95%. Students With Disabilities from proficiency 37% to 40%; and Economically Disadvantaged Students proficiency will increase from 38% to 40% both by also increasing attendance to 95%.

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

Instructional paraprofessional will help with attendance concerns of students missing 3 or more days. The para will also be used in small group intervention for ELA and Math when not working on attendance issues.

Person responsible for monitoring outcome:

Lauren Morgan (morgan.lauren@mybradford.us)

Evidence-based

Strategy: Describe the evidence-based strategy being

Instructional paraprofessional will help with attendance concerns of students missing 3 or more days. The para will also be used in small group intervention for ELA and Math when not working on attendance issues. We have a district wide attendance initiative for staff and students this year to increase overall attendance concerns.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting**

this specific strategy. There is a correlation between student attendance and proficiency on state assessments.

**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.

Upon approval of our UniSig grant, we will be hiring a paraprofessional to monitor daily attendance which with aide in frequent communication as well as home visits upon a third absence from school.

**Person
Responsible** [no one identified]

#5. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Our most recent state assessment shows:

1. Overall, combined proficiency for grades 3-5 fell from 43% (2021) 37% (2022).
2. 3rd Grade proficiency was 35%.
3. 4th Grade proficiency was 46% and learning gains of 63%. BQ: growth, 37%.
4. 5th Grade proficiency was 30% and learning gains of 49%. BQ: growth, 31%.

Measurable Outcome:

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

Overall Math proficiency will increase by at least 5% (a minimum of 42% proficient based on the FAST in Spring 2022) . As with ELA, this measure could also come from a 5% increased proficiency using STAR Math assessment comparison from August 2022 to April/May 2023.

Monitoring:

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

STAR Math, Acaletics, Freckle, standards based common assessment from Big Ideas math curriculum (new).

Person responsible for monitoring outcome:

Cassie Melvin (melvin.cassie@mybradford.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

STAR Math, Acaletics, Freckle, standards based common assessment from Big Ideas math curriculum (new).

Rationale for Evidence-based Strategy:

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

Our most recent state assessment shows:

1. Overall, combined proficiency for grades 3-5 fell from 43% (2021) 37% (2022).
2. 3rd Grade proficiency was 35%.
3. 4th Grade proficiency was 46% and learning gains of 63%. BQ: growth, 37%.
4. 5th Grade proficiency was 30% and learning gains of 49%. BQ: growth, 31%.

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.

We have brought in a math consultant, Rex Mitchell who is a former turnaround Superintendent specializing in the area of math. He works with our admin and leadership teams as well as grades 3-5 (primarily grade 3) to help format lessons to the rigor of assessments.

Person Responsible

[no one identified]

#6. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

Our most recent science assessment shows that science proficiency dropped from 31% (2021) to 23% (2022).

Measurable Outcome:

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

Overall proficiency in science will increase by 5% with a goal of 28% proficiency on the spring 2023 science state assessment.

Monitoring:

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

One day Science Bootcamp for 4th and 5th graders to facilitate intense hands-on projects for review of key standards. In order to combat the lack of achievement in science, IXL will be purchased for 4th and 5th grades and used to reinforce standards based instruction and concept understanding and provide ongoing progress monitoring.

FSAA benchmark progress monitoring for assessment.

Person responsible for monitoring outcome:

Lauren Morgan (morgan.lauren@mybradford.us)

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

One day Science Bootcamp for 4th and 5th graders to facilitate intense hands-on projects for review of key standards. In order to combat the lack of achievement in science, IXL will be purchased for 4th and 5th grades and used to reinforce standards based instruction and concept understanding and provide ongoing progress monitoring.

Rationale for Evidence-based Strategy:

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

Our most recent science assessment shows that science proficiency dropped from 31% (2021) to 23% (2022).

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following curriculum and supports are in place at Southside:

HMH, UFLI, LLI, (SRA, EDMARK, SIPPS, FCRR for interventions as needed)

STAR progress monitoring (STAR Reading and STAR Early Literacy), DIBELS, Freckle

Based off of 2021-2022 end of the year data shows that: (62 PR on STAR Reading)

Kindergarten showed 32% of students show not being on track to score a level 3 or above.

1st Grade showed 62% of students show not being on track to score a level 3 or above.

2nd Grade showed 57% of students not being on track to score a level 3 or above.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

HMH, LLI, Top Score, Star progress monitoring, STAR Reading

60% of our students scored below level 3 in grade 3.

67% of 4th grade students scored below level 3.

62% of students of 5th graders scored below a level 3.

Due to these numbers, we will receive Targeted Support from Chris Chaplin, state regional literacy director from Just Read Florida. Targeted support includes: B.E.S.T ELA standards professional learning and implementation support, school improvement planning support to develop literacy goals, literacy leadership team professional learning and implementation planning, literacy coach professional learning and ongoing support, train-the-trainer opportunities for district and school staff to build capacity and differentiated support based on data.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Highly effective/effective kindergarten team helps to ensure that students are receiving strong foundational skills. A minimum of 10% growth in each grade level K-2 will be the goal to increase the predicted proficiency.

Grades 3-5: Measureable Outcome(s)

Overall ELA proficiency will increase by at least 5% (a minimum of 42% proficient based on the FAST in Spring 2022). Due to the move to a new state assessment system, this measure could also come from a 5% increased proficiency using STAR Reading assessments comparison from the beginning of the school year in August 2022 to the end of the school year - April/May 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

STAR frequent monitoring will occur throughout the school year. Data chats from teachers to students and teachers with admin will occur and ensure that teachers are providing standards based instruction aligned with our pacing guide.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Melvin, Cassie, melvin.cassie@mybradford.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Science of Reading professional development will be given to our teachers by our state regional literacy director. UFLI will be used as both a part of the everyday curriculum and reading block, however may also be used for intervention purposes if needed.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Our most current data from 2022 state assessment is the rationale for high impact interventions.

Based off of 2021-2022 end of the year data shows that: (62 PR on STAR Reading)
Kindergarten showed 32% of students show not being on track to score a level 3 or above.
1st Grade showed 62% of students show not being on track to score a level 3 or above.
2nd Grade showed 57% of students not being on track to score a level 3 or above.
60% of our students scored below level 3 in grade 3.
67% of 4th grade students scored below level 3.
62% of students of 5th graders scored below a level 3.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Due to our most recent ELA data, we will receive Targeted Support from Chris Chaplin, state regional literacy director from Just Read Florida. Targeted support includes: B.E.S.T ELA standards professional learning and implementation support, school improvement planning support to develop literacy goals, literacy leadership team professional learning and implementation planning, literacy coach professional learning and ongoing support, train-the-trainer opportunities for district and school staff to build capacity and differentiated support based on data. 10/04/22, 10/18/22, 10/24/22 the Science of Reading professional development will be presented to our staff.	Melvin, Cassie, melvin.cassie@mybradford.us
Assessments via STAR Reading progress monitoring will determine what further supports are needed.	
UFLI Implementation in all classrooms K-2.	
On site coaching for UFLI from University of Florida, Maya Brown. DIBELS monitoring tool used to measure fluency. Modeling of implementation September 2022. Assessments are embedded into UFLI. Modeling of foundation lessons for teachers. Training support is also provided for coaches. Online training modules for additional professional development on the program.	Morgan, Lauren, morgan.lauren@mybradford.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.

Southside Elementary includes community stakeholders (SAC, PTO) opportunities for participating and feedback regarding our school. SAC provides parents with a platform for feedback on classroom activities and school programs. Electronic newsletters and constant social media updates all stakeholders, including parents, help to create culture that values trust, respect and high expectations. Positive referrals are used to promote high expectations of students. Implementation of PBIS and "Green Parties" when students meet their goal in Acaletics. Tornado of the Month and quarterly award ceremonies highlight student achievements both academically and behaviorally. We allow volunteers (approved) to assist in the classrooms and have a Social Emotional Learning program on our resource wheel to help students manage their emotions and provide a safe place for students. We provide climate surveys for teachers and parents regarding the overall culture and effectiveness of procedures put in place.

We cultivate a positive school environment for our staff in a multitude of ways consistently. For example, celebrating a wide range of fun National Holidays, including, but not limited to: National Chocolate Chip

Cookie Day (giving staff cookies), Celebrating fall with caramel apples, staff bonding events off campus, provide an inviting and newly renovated lounge for teachers to decompress with a coffee bar and planned an elaborate Teacher Appreciation Week. We partner with several surrounding churches for deliveries of lunch, sweet treats, etc. We make it a priority to have an open door policy, so that staff may come to us for their everyday needs.

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

SAC members are community members, parents, guardians and staff or other valued members of the community who have a vested interest in our school being successful. PTO and business partners help to ensure that they give back to our school community. We have partners who invest in extra curricular opportunities (i.e. Bible Club) which also ensure we have positive role models for our students.