Hillcrest Elementary

2022-23 Schoolwide Improvement Plan

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Hillcrest Elementary

1010 E CONCORD ST, Orlando, FL 32803

https://hillcrestes.ocps.net/

Demographics

Principal: Bethany Chappetta
Start Date for this Principal: 6/6/2022

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)	28%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (82%) 2018-19: A (77%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
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 was approved by the Orange County School Board on 1/24/2023.

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 KG-5	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Tanenbaum, Stacey	Principal	Ensures a productive learning environment through continual collaboration with teachers, students, and parents. Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students. Enforces disciplinary policies and procedures with students. Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues. Maintains competency and student academic achievement as prescribed by the school board. Presides over staff meetings. Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management. Ensures that necessary maintenance and repairs to the school property are performed. Coordinates staff development for faculty and staff; provides instruction if needed. Oversees the allocation of supplies and equipment. Oversees and implements the school budget, approving new programs and expenditures as appropriate. Represents the school in community activities and meetings. Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders. Acts as liaison between the district and the school; communicates needs and information to both sides
Maldonado, Michelle	Instructional Coach	Participate in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. In addition to monitoring core programs, the instructional coach supports Tier II and Tier III interventions. She coordinates the tutoring program with the supervision of the principal. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She works to facilitate the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.
Holt, Michael	School Counselor	Provides, crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines. Maintains student guidance records with confidentiality. Provides career counseling to students as assigned.
Scotchie, Wendy	Staffing Specialist	She participates in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. She monitors errors and compliance with all ESE plans and

Name	Position Title	Job Duties and Responsibilities
		testing. She serves as ESE support; holding all ESE meetings, monitoring compliance and offering support facilitation to students on an as needed basis. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She supports with discipline when needed. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.
Pace, Sarah	Instructional Media	Serves as asset manager including text books, technology and curriculum materials. Maintains updated media center inventory that complies with state requirements. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.

Demographic Information

Principal start date
Monday 6/6/2022, Bethany Chappetta

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.*
2

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.*
2

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
466

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	6	86	81	76	65	60	0	0	0	0	0	0	0	374
Attendance below 90 percent	1	6	6	6	2	8	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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	2	0	0	0	0	0	0	0	2

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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

Wednesday 8/10/2022

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	21	82	84	63	55	56	0	0	0	0	0	0	0	361
Attendance below 90 percent	4	5	6	0	2	2	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	21	82	84	63	55	56	0	0	0	0	0	0	0	361
Attendance below 90 percent	4	5	6	0	2	2	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	87%	56%	56%				86%	57%	57%
ELA Learning Gains	80%						61%	58%	58%
ELA Lowest 25th Percentile	71%						72%	52%	53%
Math Achievement	84%	46%	50%				82%	63%	63%
Math Learning Gains	86%						76%	61%	62%
Math Lowest 25th Percentile	77%						76%	48%	51%
Science Achievement	88%	61%	59%				83%	56%	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	91%	55%	36%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	79%	57%	22%	58%	21%
Cohort Comparison		-91%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	85%	54%	31%	56%	29%
Cohort Comparison		-79%				

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	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	84%	63%	21%	64%	20%
Cohort Comparison		-79%				
05	2022					
	2019	82%	57%	25%	60%	22%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	84%	54%	30%	53%	31%
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
ELL	64			82							
BLK	83	75		90	100						
HSP	80	76		82	83		86				
MUL	100			90							
WHT	90	80		83	84	60	93				
FRL	70	71	67	77	86	80	91				

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	40			30							
BLK	71	40		48	50		60				
HSP	86			73							
WHT	88	68		73	50		85				
FRL	77			58							
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
BLK	68	50		63	63						
HSP	86	57		81	71		100				
WHT	89	70	80	87	81	80	85				
FRL	73	51	63	76	73	79	73				

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	82
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	573
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	87
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	81
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	95
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	82
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	77
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?

Based on FSA data trends from 2019 to 2021, student proficiency is consistently above 85% in ELA with an average of 86%, student proficiency average in math is 79% and student proficiency average in Science is 81%. Students at Hillcrest score high in the area of proficiency.

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

Hillcrest scored above 80% in all data components except for learning gains in the the lowest 25% in ELA and Math. In ELA lowest 25%, 71% of students made a learning gain. For Math learning gains of the lowest 25%, 77% of students made learning gain.

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

The percent of students making learning gains was an increase of more than 50% in the components of learning gains for the lowest 25% in ELA and Math. Monitoring the progress of all students should continue including learning gains.

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

Learning gains in ELA and Math showed the greatest growth; especially in the learning gains of the lowest 25%.

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

Students were in attendance more than in past years and academic support using acceleration tutoring were effective strategies.

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

Monitoring of programs and procedures already in place

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 provide professional development on B.E.S.T. to ensure rigor in instruction, acceleration tutoring and standards aligned instruction, activities and assessment.

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

PLC meetings to continue monitoring attendance, student performance data and common rigorous lesson plans.

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on FSA data trends from 2019 to 2021, student proficiency is consistently above 85% in ELA with an average of 86%. Student proficiency average in Math is 79%. Student proficiency average in Science is 81%. Students at Hillcrest score high in the area of proficiency. With the introduction of B.E.S.T. Standards in grades third, fourth and fifth during the 2022-23 school year, teachers will need to receive professional development and support during planning to maintain the focus on rigor and acceleration of student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on 2023 EOY FAST data, students in grades three, four and five, will increase proficiency in ELA, Math and Science by 5%; 92%, 89%, and 93% respectively.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will take place during PLC meetings. Artifacts may include, PLC notes, student data tracking sheets, lesson plans, observation data and job-embedded professional development.
Person responsible for monitoring outcome:	Michelle Maldonado (michelle.maldonado@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional development through PLC's, full staff, and job-embedded with a focus on backwards design using B.E.S.T. standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Backward design is the process to design a lesson, unit, or course by first determining what the final outcomes are and then planning assessment strategies and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning.

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.

Professional Development

Person Responsible	Michelle Maldonado (michelle.maldonado@ocps.net)

PLC meetings (schedule, focus, notes)

Person Responsible	Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

Student data tracking

Person Responsible	Colleen Fenton (colleen.fenton@ocps.net)

Monitor and adjust

Person Responsible	Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

#2. Positive Culture and Environment specifically relating to attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-22 school year, 29 students out of 374 total students were absent more than 90% of the school year. This equates to 8% of the school population. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	During the 2022-23 school year, the percentage of students who are absent more than 90% of the school year will decrease from 8% to 3%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Absences will be monitored and only those meeting the OCPS policies will be excused.
Person responsible for monitoring outcome:	Colleen Fenton (colleen.fenton@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Attendance will be monitored and parents contacted when absences do not fall under OCPS attendance policies. Monitoring will be educational rather than punative.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program.

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.

Request for prearranged leave of absence will only be approved when meeting the OCPS attendance policies and procedures.

Person Responsible	Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

Parent training on importance of school including timeliness, attendance and planning family vacations

Person Responsible	Michael Holt (michael.holt@ocps.net)

Monitoring of attendance

Person Responsible	Colleen Fenton (colleen.fenton@ocps.net)

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school values all members and takes great care to elicit feedback from stakeholders. In conjunction with Orange County Public Schools, the school creates and administers an online survey for students, parents and staff to give their input on topics ranging from school safety, barriers to engagement, school fit, school climate and a variety of other topics. Family survey results are compiled and provided to the school and shared with the School Advisory Council (SAC). Strengths and weaknesses are discussed and ideas are formulated to address areas of concern. The school values key stakeholders' opinions, perspectives, attitudes, and perceptions towards the school, their students and education. The survey data is valuable as it is used to understand others and improve the learning environment. Input from students, parents and staff members ensures that a positive learning community is nurtured and maintained. All stakeholders are provided an equal voice in the education of our community's children.

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

Principal: The principal plays an important role in developing the culture of the school. The principal establishes the tone, direction and expectations for professional development for the instructional staff. Administrators model professional development, encourage staff and students, and this in turn promotes a positive school culture. The principal creates an environment where all stakeholders feel valued, appreciated and understood. A culture of transparency, trust and openness helps students, parents and staff improve and maintain positive relationships. The principal ensures that the school's culture aligns with the district's vision, mission, purpose and goals of the organization.

Teachers and Staff: Teachers work in PLC's to create a collaborative culture. Sharing best practices ensures that focusing on a positive, nurturing school culture responds to student needs. By engaging in a professional development that links to student achievement, teachers support students' emotional and academic growth. Collaboration promotes a culture of collegiality among staff members. Teachers help their students develop interpersonal relationships with others and make connections with the word around them.

Students: A positive culture allows to students to take ownership of their learning. Students are able to set goals, chart progress and develop action plans on a daily basis to create awareness and independence. A positive school culture produces productive citizens. Students are able to reflect on their strengths and weaknesses and celebrate their successes. A positive school culture shapes students' values essential to student learning: thoughtfulness, inclusivity, building relationships, positive self-image, community involvement, challenging themselves to meet their potential, respecting their peers' similarities and differences.

Parents: Parental involvement in school helps children achieve academically and have a positive attitude about learning. Parents promote their students social and emotional development. A positive school culture

supplies parents with the necessary tools to advocate for their students. Parents are equipped with the necessary information about their children. Parents are welcomed to be involved in school events and activities to promote student achievement. They help their children actively attend school and value education. They motivate and encourage students to become lifelong learners.