Seaside Neighborhood School

2022-23 Schoolwide Improvement Plan

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Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

http://www.seasideschool.net/

Demographics

Principal: Drew Ward

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	7%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (87%) 2018-19: A (86%) 2017-18: A (86%)
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 was approved by the Walton County School Board on 9/20/2022.

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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Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

http://www.seasideschool.net/

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)
High School 5-12	No	7%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	15%

School Grades History

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

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SIP Authority

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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.

We seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Provide the school's vision statement.

The vision of Seaside School is to maintain a small school with faculty knowledgeable about each student's abilities and challenges so that they can offer increased support to each student to meet those challenges and increase their skills to perform successfully in all academic areas.

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
O'Prey, Scott	CEO/Seacoast Collegiate High School Principal	
Mixson, Kim	CAO/Seaside Neighborhood School Principal	
Ward, Drew	Director of Student Services	
Robbins, Joy	Director of Strategic Development	

Demographic Information

Principal start date
Saturday 7/1/2017, Drew Ward

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.*
3

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.*
9

Total number of teacher positions allocated to the school
23

Total number of students enrolled at the school
386

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	50	49	48	44	46	41	53	55	386
Attendance below 90 percent	0	0	0	0	0	2	4	3	3	1	8	0	2	23
One or more suspensions	0	0	0	0	0	1	0	5	3	0	0	0	2	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	2	2	1	1	0	1	2	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	1	0	0	1	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	1	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	1	1
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 7/25/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	49	46	46	44	39	42	54	59	379
Attendance below 90 percent	0	0	0	0	0	2	0	4	1	1	5	0	0	13
One or more suspensions	0	0	0	0	0	0	3	4	1	1	3	0	0	12
Course failure in ELA	0	0	0	0	0	0	1	2	0	1	0	0	1	5
Course failure in Math	0	0	0	0	0	1	2	1	0	0	2	1	5	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	1	2	0	0	2	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	1	0	0	0	0	0	5
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	3	1	3	1	0	2	0	1	11

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	49	46	46	44	39	42	54	59	379
Attendance below 90 percent	0	0	0	0	0	2	0	4	1	1	5	0	0	13
One or more suspensions	0	0	0	0	0	0	3	4	1	1	3	0	0	12
Course failure in ELA	0	0	0	0	0	0	1	2	0	1	0	0	1	5
Course failure in Math	0	0	0	0	0	1	2	1	0	0	2	1	5	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	1	2	0	0	2	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	1	0	0	0	0	0	5
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	3	1	3	1	0	2	0	1	11

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	89%	63%	51%				90%	62%	56%
ELA Learning Gains	67%						65%	57%	51%
ELA Lowest 25th Percentile	69%						68%	46%	42%
Math Achievement	97%	47%	38%				98%	69%	51%
Math Learning Gains	88%						89%	58%	48%
Math Lowest 25th Percentile	91%						82%	57%	45%
Science Achievement	89%	65%	40%				89%	83%	68%
Social Studies Achievement	97%	61%	48%				99%	81%	73%

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
05	2022					
	2019	96%	64%	32%	56%	40%
Cohort Comparison						
06	2022					
	2019	89%	55%	34%	54%	35%
Cohort Comparison		-96%				
07	2022					
	2019	88%	64%	24%	52%	36%
Cohort Comparison		-89%				
08	2022					
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	98%	55%	43%	60%	38%
Cohort Comparison						
06	2022					
	2019	98%	60%	38%	55%	43%
Cohort Comparison		-98%				
07	2022					
	2019	100%	62%	38%	54%	46%
Cohort Comparison		-98%				
08	2022					
	2019	95%	63%	32%	46%	49%
Cohort Comparison		-100%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	87%	61%	26%	53%	34%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-87%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	83%	58%	25%	48%	35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	82%	18%	71%	29%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	77%	21%	70%	28%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	72%	26%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	29	27		67	70						
HSP	94	71									
WHT	88	67	65	97	88	90	89	96	69	98	100
FRL	86	71		100	86						

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	50	55	50	50	64		20				
HSP	92	82									
WHT	89	65	65	95	89	85	86	92	53	100	100
FRL	94	76		100	93		90				

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	18	27	30	77	54	55					
HSP	82	60									
MUL	80										
WHT	90	65	67	98	89	80	89	100	78	100	100
FRL	100	91		100	92		91				

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	87
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	956
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	83

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	86
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	86
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?

The school continues earn very high test scores. Most notable is the large percentage of 4s and 5s in ELA and Math.

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

Areas that need improvement are the writing score component of the ELA FSA.

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

As the staff prepared for the 22-23 school year major changes will need to be made to lessons and curriculum to align with the new BEST standards. The school anticipates making data informed decisions as a result of the data from the FAST test and the new writing component. A renewed focus on writing and an aligned 5-10 instructional approach will be created by our teachers for the upcoming school year.

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

Math scores across all grade levels remained strong with some grades having a 100% pass rate. Social studies scores were also excellent 98% of 7th grade students passed the Civics EOC with 85% scoring a level 5 and 95% of 10th grade students passed the US History EOC with 72% scoring level 4 or 5.

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

Staffing changes were made in the Math department. Teachers in 6, 7, and 8th grade looped with their students; this allowed teachers and student the benefit of working together for multiple years.

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

In order to accelerating learning and based off of past success:
1. The number of students in advanced math will increase to 2/3rds of the student population.
2. All ELA students will received 5-10 aligned writing instruction that uses common language and shared strategies.

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.

Teachers will receive professional development on student-led conferences in order to support students academic goals. The create of student-led conferences will give students the tools to communicate about their strengths and weaknesses and focus their academics efforts accordingly.

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

Teachers will continue to meet in both content areas as well as grade level groups. Best practices surrounding the new standards will be instituted. Additionally there are plans for school visits to other successful school in the state of Florida.

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.**	For the 2021-2022 academic year, 67% of Seaside School, Inc. students made learning gains in English Language Arts. For the 2021-2022 academic year, 55% of Walton County School District students made learning gains in English Language Arts. For the 2021-2022 academic year, ??% Florida statewide students made learning gains in English Language Arts.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-2023 school year, 70% of Seaside School, Inc students will show learning gains based on a comparative analysis of PM1 and PM3 FAST testing.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FAST Testing data will be monitored school-wide and instructional decisions will be based based on student success in PM1 and PM2 test results.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The school will provide data driven instruction based on both formative and summative assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	Overall the schools tests scores are very strong. We hope to embrace the new testing program and use the more frequent data provided to show learning gains.
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. Positive Culture and Environment specifically relating to Middle and High School Integration	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school is challenged to function as one school located at 2 campuses. The goal is have events where all students and their families, grades 5-12, are invited and can participate.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Four school-wide events will be planned to foster a strong 5-12 culture.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Each quarter the leadership team will debrief, assess, and adjust based on the success of each school-wide event.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A strong school culture will foster greater academic achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As the school grows based on enrollment and academics purposeful school culture must be created.

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

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school is challenged to function as one school located at 2 campuses. The goal is support a professional learning activists that support a 5-12 academic program.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Staff (5-12) will meet 7 times a year as part of a comprehensive professional development program.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Meetings will be calendared and attendance will be taken.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional learning is essential for the adoption of the new BEST standards and the school's overall success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The school is challenged to function as one school located at 2 campuses having shared professional best practices will improve the organization.
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

#4. 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 school is challenged to function as one school on two campuses. In an effort to create better communication for all stakeholders both external and internal communication will be improved.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Internal Communication - One school-wide (5-12) google calendar will be created and shared among all staff. External Communication - Streamline communication by sending quarterly school-wide (5-12) messages through Teacherease, Blackboard, and website.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each quarter the leadership team will debrief, assess, and adjust based on the success of internal and external communication initiatives.
Person responsible for monitoring outcome:	Scott O'Prey (opreys@seasideschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Improved communication will allow for improved student outcomes and staff satisfaction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The school is challenged to function as one school located at 2 campuses having internal and external communication will support school leaders and other stakeholders.

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

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

The school just completed a full review by outside education on consultants Leaders Building Leaders. A feedback document was provided and next steps were discussed. After an extensive review that included feedback from all stakeholders and SWOT meetings the following goals were identified to support building a positive school culture and environment:

1. Clarity of Roles
2. Creating Cohesion between MS and HS
3. Diversify Fundraising: Aligning School Goals/Foundation
4. Reduce Board Time Spent on Management
5. Prepare for New High School Building to Open
6. Board Composition and Recruitment

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

In order to address these goals there are currently committee's associated with each goal. The committee is chaired by a board member and committee members are school staff members and other stakeholders. Currently each committee is working to create goal statements. After goals statements are created action steps will be identified and taken.