

Duval County Public Schools

Alimacani Elementary School



2022-23 Schoolwide Improvement Plan

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Alimacani Elementary School

2051 SAN PABLO RD S, Jacksonville, FL 32224

<http://www.duvalschools.org/alimacani>

Demographics

Principal: Robyn White

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	51%
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 (66%) 2018-19: A (75%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.duvalschools.org/alimacani>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">51%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">36%</p>

School Grades History

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

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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.

Alimacani Elementary School is committed to providing a rigorous curriculum that inspires each learner to acquire knowledge in a safe environment. Alimacani implements standards-based best teaching educational practices that are imparted in an equitable manner in an effort to help each student realize their greatest level of academic, social, and physical achievement. Alimacani values the opportunity to foster relationships through communication among students, parents, educators, business partners and stakeholders.

Provide the school's vision statement.

Where education is a treasure and every child is inspired to reach for their dreams.

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
White, Robyn	Principal	
Bibb, Kendra	Assistant Principal	Provide a common vision for the use of data-based decision making, monitors the implementation of MTSS/Rtl, conducts assessment skills of school staff, ensures the implementation of intervention supports and documentation requirements, reviews student data, and meets with MTSS/Rtl members, communicates with parents regarding school-based plans and activities using the problem-solving model. The administrative team identifies the needs of students while working with district and school personnel to identify intervention strategies, assists in the design and implementation of progress monitoring processes, data collection and data analysis, participates in the design and delivery of professional development, and provides support for the administration of various assessments. Participates in collaborative planning with grade levels/content areas to ensure best practices and instructional delivery are of exceptional quality and student learning is the focus.
Kasper, Angela	Assistant Principal	Provide a common vision for the use of data-based decision making, monitors the implementation of MTSS/Rtl, conducts assessment skills of school staff, ensures the implementation of intervention supports and documentation requirements, reviews student data, and meets with MTSS/Rtl members, communicates with parents regarding school-based plans and activities using the problem-solving model. The administrative team identifies the needs of students while working with district and school personnel to identify intervention strategies, assists in the design and implementation of progress monitoring processes, data collection and data analysis, participates in the design and delivery of professional development, and provides support for the administration of various assessments. Participates in collaborative planning with grade levels/content areas to ensure best practices and instructional delivery are of exceptional quality and student learning is the focus.
Horn, Melissa	Instructional Coach	Collects, analyzes, and interprets school wide data to determine next steps for instruction. Provides support for individual classroom teachers in curriculum implementation, understanding academic content, use of instructional materials and strategies, coordinates common planning collaboration between grade levels/content areas.

Demographic Information

Principal start date

Friday 7/1/2022, Robyn White

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.*

6

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

49

Total number of students enrolled at the school

750

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	112	140	132	103	96	114	0	0	0	0	0	0	0	697
Attendance below 90 percent	0	34	30	23	21	17	0	0	0	0	0	0	0	125
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	5	1	2	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	3	0	1	0	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	10	21	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	12	17	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	3	26	26	0	0	0	0	0	0	0	0	0	55

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	6	25	22	9	14	0	0	0	0	0	0	0	76

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	1	2	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/29/2022

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	140	133	112	127	120	118	0	0	0	0	0	0	0	750
Attendance below 90 percent	0	0	0	1	2	8	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	1	0	0	0	0	0	0	0	0	0	2
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	5	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	0	0	0	0	0	0	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	

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	2	0	5	3	8	0	0	0	0	0	0	0	18

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	1	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	140	133	112	127	120	118	0	0	0	0	0	0	0	750
Attendance below 90 percent	0	0	0	1	2	8	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	1	0	0	0	0	0	0	0	0	0	2
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	5	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	0	0	0	0	0	0	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	

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	2	0	5	3	8	0	0	0	0	0	0	0	18

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	1	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	70%	50%	56%				76%	50%	57%
ELA Learning Gains	63%						62%	56%	58%
ELA Lowest 25th Percentile	56%						56%	50%	53%
Math Achievement	75%	48%	50%				88%	62%	63%
Math Learning Gains	67%						79%	63%	62%
Math Lowest 25th Percentile	60%						78%	52%	51%
Science Achievement	72%	59%	59%				85%	48%	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	81%	51%	30%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	69%	52%	17%	58%	11%
Cohort Comparison		-81%				
05	2022					
	2019	71%	50%	21%	56%	15%
Cohort Comparison		-69%				

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	87%	61%	26%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	64%	18%
Cohort Comparison		-87%				
05	2022					
	2019	85%	57%	28%	60%	25%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	81%	49%	32%	53%	28%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	41	60	56	50	66	56	46				
ELL	65	80		88	80						
ASN	73			80							
BLK	42	58	45	60	48	36	29				
HSP	66	62	50	78	72		86				
MUL	55	64		63	82						
WHT	76	62	56	77	69	56	75				
FRL	47	60	50	54	56	54	42				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	59	53		53	35	27	38				
ELL	62	67		62	31		31				
ASN	85			77							
BLK	76			67							
HSP	75	71		66	48		52				
MUL	52			40							
WHT	86	70	64	81	84	69	81				
FRL	69	62		60	62		67				
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	51	55	55	65	73	74	65				
ELL	47	70		67	73						
ASN	88			82							
BLK	67	48		88	81	82	70				
HSP	74	64	71	79	79	79	81				
MUL	68	79		74	75						
WHT	78	61	43	92	78	80	90				
FRL	69	64	59	81	76	71	82				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	525

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	75
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
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	69
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	67
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	52
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?

We are seeing a decrease in all grade levels, subgroups, and content areas the past three years. Our main focus will be our ELA proficiency because we went down 11 points. Last year we were at 81% and this year we are at 70%. We've seen no growth in Math and Science for the past two years. The proficiency this year for Math was 75% and Science was at 72%.

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

The greatest decline from the prior year was in ELA proficiency. We went down 11 points from 81% to 70% proficiency.

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

Covid-19 contributed to this need for improvement. Teachers, staff, and students had many absences which led to gaps in whole-group and small group instruction as well as collaboration to give meaningful standard-based instruction. Student and teacher attendance needs to improve as well as teacher collaboration per grade-level and content areas.

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

Overall, our Math and Science scores have stayed in the 70th %. Math has stayed at 75% and Science at 72%, while we have not had growth we continue maintain proficiency.

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

Scores for proficiency have stagnated in math and Science and new actions are needed this year to increase these areas.

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

Provide professional development to support teachers in implementing BEST standards, align content area curriculum to ensure standard item specification are being taught accurately, and have teachers work and contribute in collaborative planning to include comparable experiences across grade levels.

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.

Professional development will focus on the new district curriculum in subject areas of reading and math. Grade levels and content areas teachers will be give additional time in PLCs to work collaboratively with each other as well as with the reading coach and administration.

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

Administration will work closely with teachers to monitor weekly data updates from the district and teacher observations. Administration will monitor instruction by doing weekly walk-throughs to ensure teachers and students are held accountable for their teaching and learning.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to collaborative teachers

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

In the 5Essentials survey, collaborative teachers rated the lowest at 36. This area has continued to decline over the past 3 years. This also coincides with a continued decrease in proficiency in math and Science. In the past year, gains were made in reading proficiency but are not yet at previous levels.

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

Collaborative teachers will improve on the 5Essential survey to 60 or above indicating this area is strong.

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

Periodic surveys will be completed after PLC and school base professional development.

Person responsible for monitoring outcome:

Robyn White (whiter4@duvalschools.org)

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

Structed common planning and PLC meeting will be held weekly. Instructional rounds will be implemented as a part of these meetings. School based professional development will include input and expertise from teachers to increase collaboration.

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

Increasing opportunities and the structures that allow for collaboration will allow teachers to build trust with each other and learn from their peers. This will also allow veteran teachers who are highly effective mentor newer teachers prior to their upcoming retirement.

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.

Structures that allow opportunities for common planning on a weekly basis and PLCs biweekly.

Person Responsible Robyn White (whiter4@duvalschools.org)

Instructional rounds where teachers will visit classrooms to observes instructional practices

Person Responsible Robyn White (whiter4@duvalschools.org)

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

Area of Focus Description and Rationale:

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

Math and Science proficiency have stagnated and not increased in three years.

Measurable Outcome:

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

Math and Science proficiency will both increase to at least 76% proficiency. ELA proficiency will remain at 76% or above.

Monitoring:

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

Standards based assessment, PMAs, module/unit assessments, and classroom observations will be used.

Person responsible for monitoring outcome:

Robyn White (whiter4@duvalschools.org)

Evidence-based Strategy:

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

Professional development around the BEST standards along with detailed planning for small groups and interventions will be used to support students to mastery. A focus will also be added on supporting learning for gifted students.

Rationale for Evidence-based Strategy:

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

There are a wide range of learning needs present in the school and students in the bottom and top quartiles need additional support to enhance 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 and supported common planning for core and small group instruction, frequent classroom visits with actionable feedback and support provided to teachers

Person Responsible

Robyn White (whiter4@duvalschools.org)

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 has a very active PTA and engaged stakeholders. This will be enhanced this year in order to re-engage those who have been unable to support the school during the past 2 years. Additional support will be placed in team building and collaboration amongst the community and staff to support learning. Teachers will work collaboratively and actively engage with each other by participating in PLCs and instructional rounds.

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

PTA, SAC, All Pro Dads, Isle of Faith faith based partner, numerous local business partners- all used to support enhancements to the school environment and increased engagement in the school as a community
Parents and guardians- provide support and partnership in their child's learning by communicating with the teachers and administrators to understand their child's progress and learning
Teachers and students- engage daily in meaningful learning experiences and provide a positive and supportive environment where all feel safe to learn and grow