Bayview Elementary School

2020-21 Schoolwide Improvement Plan

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Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/bayview

Demographics

Principal: Claire St.Amand

Start Date for this Principal: 7/1/2020

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (54%) 2017-18: C (46%) 2016-17: B (55%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Bayview Elementary in partnership with the entire community's vision is to empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

Provide the school's vision statement

Our mission at Bayview Elementary is to establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
York, Kelly	Assistant Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Mathews, Veronica	Guidance Counselor	1. Facilitates AIT meetings 2. Facilitates MTSS(Tier 2 and Tier 3) 3. ESOL Coordinator; WIDA testing 4. Member of the Behavior Threat Assessment Team 5. Data-driven tier counseling services 6. Responsive counseling services; crisis intervention and response 7. Reviews records 8. ALERT training 9. Principal Designee/LEA for MRT, Speech, and ESE 10. 504 Coordinator 11. Child Safety Matters Lessons 12. Classroom Guidance 13. Character Education 14. Career activities 15. Performs other duties as assigned

Name	Title	Job Duties and Responsibilities
St. Amand, Claire	Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Shaw, Hilary	Guidance Counselor	1. Child Safety Matters Lessons 2. Member of the Behavior Threat Assessment Team - Back Up 3. Data-driven tier counseling services 4. Responsive counseling services; crisis intervention and response 5. Reviews records 6. ALERT training 7. Principal Designee/LEA for Speech and ESE 8. WIDA 9. Gifted Coordinator 10. Child Safety Matters Lessons 11. Classroom Guidance 12. Character Education 13. Career activities 14. Performs other duties as assigned

Name	Title	Job Duties and Responsibilities
Duck, Sheila	Teacher, K-12	1. Leads trainings, as need 2. Provided small group or one-on-one instruction in LLI, RMSE, and Corrective Reading 3. Assists with assessment and placement in LLI, RMSE, and Corrective Reading
Shimer, Laura	Other	1. Provides technical assistance and training to classroom staff to support classroom instructional programs for students with emotional and behavioral needs. 2. Assists teachers in creating classrooms incorporating elements of preferred practices for students with emotional and behavioral disorders. 3. Develops, implements, models and monitors behavioral management systems to include motivation/reward systems for appropriate behavior. 4. Facilitates development of appropriate IEP goals and objectives and data collection systems. 5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders. 6. Monitors use of Professional Crisis Management (PCM) physical interventions and works with classroom teachers anD district staff to develop plans to minimize the use of physical interventions. Reports any instance of physical restraint to the Florida Department of Education, and follows steps outlined in the district protocol. 8. Performs other duties as assigned by the principal.

Demographic Information

Principal start date
Wednesday 7/1/2020, Claire St.Amand

Number of teachers with a 2019 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 2019 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.*
0

Total number of teacher positions allocated to the school
30

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (46%) 2016-17: B (55%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by 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	56	57	67	54	51	64	0	0	0	0	0	0	0	349
Attendance below 90 percent	21	19	16	22	25	24	0	0	0	0	0	0	0	127
One or more suspensions	4	7	5	2	1	9	0	0	0	0	0	0	0	28
Course failure in ELA	4	4	0	2	1	9	0	0	0	0	0	0	0	20
Course failure in Math	3	4	0	3	0	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	36	49	50	35	18	26	0	0	0	0	0	0	0	214
Level 1 on 2019 statewide Math assessment	38	48	60	32	17	18	0	0	0	0	0	0	0	213

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	40	47	53	34	17	27	0	0	0	0	0	0	0	218

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	2	2	0	3	0	0	0	0	0	0	0	0	0	7

Date this data was collected or last updated
Monday 7/13/2020

Prior Year - As Reported

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	56	57	65	55	50	64	0	0	0	0	0	0	0	347
Attendance below 90 percent	10	12	9	12	12	10	0	0	0	0	0	0	0	65
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	13	18	0	0	0	0	0	0	0	34

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	3	2	0	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	1	2	2	3	9	12	0	0	0	0	0	0	0	29

Prior Year - Updated

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	56	57	65	55	50	64	0	0	0	0	0	0	0	347
Attendance below 90 percent	10	12	9	12	12	10	0	0	0	0	0	0	0	65
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	13	18	0	0	0	0	0	0	0	34

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	3	2	0	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	1	2	2	3	9	12	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	50%	57%	37%	50%	56%
ELA Learning Gains	51%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile	43%	50%	53%	36%	46%	48%
Math Achievement	61%	62%	63%	59%	61%	62%
Math Learning Gains	73%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile	62%	52%	51%	33%	48%	47%
Science Achievement	44%	48%	53%	59%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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**
03	2019	38%	51%	-13%	58%	-20%
	2018	29%	50%	-21%	57%	-28%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	30%	52%	-22%	58%	-28%
	2018	27%	49%	-22%	56%	-29%
Same Grade Comparison		3%				
Cohort Comparison		1%				
05	2019	30%	50%	-20%	56%	-26%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		-16%				
Cohort Comparison		3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	43%	61%	-18%	62%	-19%
	2018	61%	59%	2%	62%	-1%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	68%	64%	4%	64%	4%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		17%				
Cohort Comparison		7%				
05	2019	51%	57%	-6%	60%	-9%
	2018	54%	61%	-7%	61%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	49%	-10%	53%	-14%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	35	52	40	49	58	60	50				
ELL				40							
BLK	37	52	53	57	77	67	30				
HSP	33	50		52	58						
MUL	55			55							
WHT	44	53		68	72		57				
FRL	37	45	44	54	67	57	33				

2018 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 2015-16	C & C Accel 2015-16
SWD	28	33	22	43	56	35	46				
BLK	29	41	33	54	53	35	52				
HSP	35	50		47	75						
MUL	41	47		69	64						
WHT	48	44		69	58		75				
FRL	35	43	35	57	59	31	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
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	92
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	49
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	53
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	57
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

Pacific Islander Students

Federal Index - Pacific Islander Students	

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	59
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Overall ELA achievement showed the lowest performance. Curriculum used and instruction provided were not implemented with fidelity, which is evident of the scores.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Overall Science Achievement showed the greatest decline by 15%. The decline is due to lack of experience and support of the science teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Overall ELA achievement showed the greatest gap. Curriculum used and instruction provided were not implemented with fidelity, which is evident of the scores.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Gains and Math 25% percentile showed the most improvement. Strong teaching along with implementation of the curriculum can be attributed to the success.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students with at least one early warning signs along with students who are overage are current concerns.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Overall ELA Achievement- Learning Gains, Lowest 25%
2. Overall Science Achievement
3. Putting interventions in place to assist students who have one or more early warning signs
4. Overall Math Achievement- Learning Gains, Lowest 25%
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The Standards Based Walkthrough tool showed that less than 24% of the work was aligned to the standard/ FSA. According to the 5 Essentials Survey, specifically collaborative teachers rated very weak (15). Classrooms did not show evidence of standards aligned instruction, tasks, or assessments. Students were not engaged in standards aligned tasks. Without this in place, students cannot achieve grade level proficiency or mastery.
Measureable Outcome:	100% of current core content teachers (ELA, MA, 5th SC) will engage in purposeful weekly standards based common planning with administration. By implementing and holding teachers accountable, the Standards Based Walkthrough tool will show that 75% of the work will be aligned with fidelity by January and 90% of the work aligned with fidelity by April.
Person responsible for monitoring outcome:	Claire St. Amand (st.amandc@duvalschools.org)
Evidence-based Strategy:	Teachers, administrators, and coaches/interventionists will participate in weekly common planning sessions to break down the upcoming standards and evaluate the work/ instruction that coincides with making sure it is meeting the Achieve Level Descriptors and item specifications.
Rationale for Evidence-based Strategy:	In the Opportunity Myth, it states that students should be given grade appropriate, standards aligned tasks, assignments and assessments to ensure they are prepared for the state assessments and grade level promotion.

Action Steps to Implement

Weekly Common Planning- Instructional personnel will participate in weekly common planning sessions with administration and coaches/ interventionists to review and evaluate weekly standards to be taught, aligned student tasks and assessments.

Person Responsible	Kelly York (yorkk1@duvalschools.org)

Standards Based Walkthroughs- School based administration and the reading instructional coach will perform daily walkthoughs to observe standards based student aligned tasks, assessments, and instruction. Observations feedback will be provided along with development of next steps to be discussed and help guide common planning.

Person Responsible	Claire St. Amand (st.amandc@duvalschools.org)

Aligned student work from previous common planning- will be completed and brought to common planning to review common misunderstandings/ misinterpretations of the standards to plan next steps towards mastery of the standard.

Person Responsible	Claire St. Amand (st.amandc@duvalschools.org)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measureable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Reading Interventionist will provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.

School Supplies will be used to create and post visual cues/ anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on kUDs, Florida Standards, and embedded language within the standards to increase reading proficiency across all areas. Headphones will be used for blended learning and testing.

School Counselor will assist with full implementation of calm classroom, monthly character traits, as well as, Samford Harmony and 2nd Step. Counselor will facilitate monthly counselor lessons, as well as, work with small groups and individual students.

Media Specialist will facilitate weekly media lessons for students in all grade levels, as well as, instruction in regards to research.

Full and part-time Paraprofessionals will support classroom teachers in small group instruction.

Parent Liaison will work directly with students' families on access to the school, classroom, and how to get involved and support their child(ren).

Reading instructional coach will improve instructional delivery with teachers through the tiered coaching model based on consistent walkthroughs of standards-based instruction.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school invites all stakeholders to work together via parent nights, SAC, PTA, and workshops. The school uses various forms of communication such as Class Dojo, FOCUS, school website, and flyers.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: -- Select below --:	$0.00
		Total:	**$0.00**