

Nassau County School District

Callahan Intermediate School



2021-22 Schoolwide Improvement Plan

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Callahan Intermediate School

34586 BALL PARK RD, Callahan, FL 32011

[no web address on file]

Demographics

Principal: Lee Ann Jackson

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
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)	[Data Not Available]
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 Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (75%) 2017-18: A (78%) 2016-17: A (75%) 2015-16: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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 Nassau 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.

Callahan Intermediate is committed to working with the community to create a variety of high quality educational experiences designed to provide each student with the opportunity to develop his or her talents in every area of the curriculum. Students will develop positive learning habits that will enable them to become dependable contributors to a diverse society through challenging programs in a safe, caring environment.

Provide the school's vision statement.

Callahan Intermediate visualizes the complex world that our students live in and the many demands that will be placed upon them in a multicultural society and swiftly changing environment. Our vision is for students to develop positive learning habits that will enable them to become dependable contributors to a diverse society.

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
Jackson, Lee Ann	Principal	
Bryant, Terri	Guidance Counselor	
Drury, Heather	Teacher, K-12	
Palmer, Sarah	Teacher, K-12	
Simmons, Rachel	Reading Coach	
Pavey, Cynthia	Teacher, ESE	
Simmons, Steven	Teacher, K-12	
Thompson, Desiree	Assistant Principal	
Trujillo, Mackenzie	Teacher, K-12	
Whitaker, Alisha	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2021, Lee Ann Jackson

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.*

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.*

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

625

Identify the number of instructional staff who left the school during the 2020-21 school year.

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

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Demographic Data

Early Warning Systems

2021-22

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	0	0	0	218	207	200	0	0	0	0	0	0	0	625
Attendance below 90 percent	0	0	0	34	31	26	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	0	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	2	2	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	17	13	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	19	13	11	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	5	8	8	0	0	0	0	0	0	0	21
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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	6	3	1	0	0	0	0	0	0	0	10
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Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2
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Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - 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	0	0	0	207	190	177	0	0	0	0	0	0	0	574
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Attendance below 90 percent	0	0	0	13	23	21	0	0	0	0	0	0	0	57
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One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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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	1	0	0	0	0	0	0	0	0	0	1
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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	1	1	0	0	0	0	0	0	0	0	2
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Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5
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2020-21 - 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	0	0	0	207	190	177	0	0	0	0	0	0	0	574
Attendance below 90 percent	0	0	0	13	23	21	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	1	0	0	0	0	0	0	0	0	0	1

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

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).

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
03	2021					
	2019	68%	75%	-7%	58%	10%
Cohort Comparison						
04	2021					
	2019	63%	68%	-5%	58%	5%
Cohort Comparison		-68%				
05	2021					
	2019	83%	75%	8%	56%	27%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	83%	1%	62%	22%
Cohort Comparison						
04	2021					
	2019	85%	81%	4%	64%	21%
Cohort Comparison		-84%				
05	2021					
	2019	93%	86%	7%	60%	33%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	80%	73%	7%	53%	27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring tools for grades 3-5 STAT Reading and Iready Reading and Math

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	44	50	41	59	64	47	48				
BLK	60			60							
HSP	89			83							
MUL	65			74							
WHT	72	75	58	85	85	74	77				
FRL	63	69	50	76	78	67	69				
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	48	58	59	75	72	66	58				
BLK	64			79							
HSP	90	77		100	77						
MUL	67	64		89	64						
WHT	71	67	56	87	85	76	80				
FRL	65	63	57	82	79	72	73				
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 2016-17	C & C Accel 2016-17
SWD	52	54	49	69	73	70	56				
BLK	75	90		81	90						
HSP	89	83		94	67						
WHT	79	69	57	89	82	76	86				
FRL	74	69	61	84	81	74	81				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	74
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	517
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
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
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	60
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	86
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	70
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	75
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

Callahan Intermediate typically performs above state average,

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Callahan Intermediate School's greatest need would be ELA in the third grade. While above the state average, student performance has slipped from 81% to 64% over the last three years.

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, Quarantine and absences from aforementioned has caused students to have gaps in important skills.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Callahan Intermediate has shown good performance in ELA and Math over the last three years, with Fourth grade showing the greatest improvement in ELA.

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

The teachers tailor their instruction to meet the specific needs of students and fill in identified gaps. We provide tutoring during the day as well as after school.

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

Continue progress monitoring to identify skill gaps and tailor instruction to specific student need.

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.

Staff development will be provided on McCarthy Math, B.E.S.T. standards, vocabulary and writing techniques.

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

Regular meetings with Progress Monitoring team will examine students progress and needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Callahan Intermediate School scored 64% achievement proficiency in grade 3 for ELA . Our District average was 68% in 2021. We would like to increase proficiency in ELA by utilizing several strategies and action steps below especially focusing on our lower quartile students.

Measureable Outcome: Proficiency in third grade ELA will increase from 64% proficient to 70% proficient in the 2021 - 2022 school year.

Monitoring: We will utilize regular progress monitoring for all students and more intensive monitoring for students at risk. The Progress monitoring team will monitor the at risk students monthly and the leadership team will meet to evaluate progress towards proficiency.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: The evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments, daily observations, and Benchmark assessments.

Rationale for Evidence-based Strategy: Based on previous FSA and various assessments using iReady, STAR and Benchmark, our data reveals the need for continued adjustments in differentiating small group instruction and providing additional targeted instruction through intervention blocks such as before and after school tutoring.

Action Steps to Implement

Targeted in-school support with small group instruction.

Person Responsible Lee Ann Jackson (jacksonle@nassau.k12.fl.us)

Tiered supports as indicated in MTSS and supported by progress monitoring team.

Person Responsible Terri Bryant (terri.bryant@nassau.k12.fl.us)

Before and after school tutoring of our lower quartile with targeted instruction based on area of need.

Person Responsible Rachel Simmons (rachel.simmons@nassau.k12.fl.us)

Professional development focused on McCarthy Math, Vocabulary, Writing Techniques and B.E.S.T. standards.

Person Responsible Lee Ann Jackson (jacksonle@nassau.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Our current data shows that our Average Daily Attendance is 90.83%. COVID, quarantined students and a local police emergency has attributed to this data.
Measureable Outcome:	By the end of the 2022 school year, the goal at CIS is to increase the ADA from 90.83 to 95%.
Monitoring:	Student's ADA percentage from the FOCUS portal will be reviewed monthly at the Leadership Team meetings. Concerns and changes will be made accordingly.
Person responsible for monitoring outcome:	Lee Ann Jackson (jacksonle@nassau.k12.fl.us)
Evidence-based Strategy:	Parent communication will be used to bring awareness of attendance policy and to implement student, classroom and school-wide positive incentives regarding attendance.
Rationale for Evidence-based Strategy:	It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Action Steps to Implement

- Positive reinforcement/incentives given to classes and students.
- Person Responsible** Desiree Thompson (thompsonde@nassau.k12.fl.us)
- Attendance policy communicated and clarified.
- Person Responsible** Desiree Thompson (thompsonde@nassau.k12.fl.us)
- Parent letters and phone calls from teachers following up on absences as well as providing instruction materials if students are learning from home due to COVID.
- Person Responsible** [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Callahan Intermediate Leadership team will analyze discipline as part of our monthly progress monitoring and address needs as they are identified.

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.

School staff, faculty, and administrators strive to strengthen parental involvement in the school to build a positive school culture and environment. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
 - B. Responsible parenting is promoted and supported.
 - C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
 - D. Parents are welcome, treated with courtesy and respect, and their support and assistance are sought.
 - E. Parents are full partners in the decisions that affect children and families.
 - F. Community resources are utilized to strengthen school programs, family practices, and student learning.
- The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House, Parent Nights (STEAM, Literacy)
- School Web Page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, Blackboard, and conferences, school marquee, Remind

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

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, Student Advisory Council members and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.