Central Pasco Girls Academy

2020-21 Schoolwide Improvement Plan

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Central Pasco Girls Academy

2952 WILSON RD, Land O Lakes, FL 34638

www.pasco.k12.fl.us

Demographics

Principal: Paul Lipinski

Start Date for this Principal: 7/14/2020

2019-20 Status (per MSID File)	Closed: 2022-09-09
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Pasco 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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Central Pasco Girls Academy

2952 WILSON RD, Land O Lakes, FL 34638

www.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Providing a world-class education for all students.

Provide the school's vision statement.

All of our students achieve success in college, career and life.

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
Holyoke, Shawn	Assistant Principal	PERFORMANCE RESPONSIBILITIES: Technical/Professional Knowledge * (1) Assist in developing, implementing, and evaluating instructional programs and practices. * (2) Develop or assist in developing the master schedule. * (3) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. * (4) Assist in supervising and evaluating guidance and counseling services at the assigned school. * (5) Oversee the administration of testing programs. ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE SCHOOLS ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE SCHOOLS (Continued) * (6) Assist the principal in developing and implementing policies and procedures to ensure a safe and orderly environment. Proactive Orientation * (7) Assist Principal with interviews and selection of personnel. * (8) Assist students in accessing available support services. * (9) Demonstrate initiative and a proactive orientation to recognizing and resolving needs and/or problems. * (10) Provide proactive leadership for the programs and priorities of the school and District. Critical Thinking * (11) Use current research, performance data, and feedback from teachers, students, and other stakeholders to make decisions related to improvement of instruction and student performance. * (12) Assist in the development and implementation of the School's Continuous Improvement Plan. * (13) Assist the Principal in ensuring that the instructional program meets the needs of local community, business, and industry. * (14) Conduct needs assessment to determine an appropriate program for professional growth. Managerial * (15) Assist in ensuring compliance with policies and procedures of various accrediting agencies, licensing boards, and governmental agencies. * (16) Monitor substitute teacher selection and assignments. * (17) Assist Principal in developing personnel assignments and duty rosters. * (18) Supervise facilities and grounds. * (19) Submit and follow up on work orders. * (20) Organize safety drills and submit reports. * (21) Assist in coordinating facility and maintenance functions. * (22) Coordinate and supervise transportation services at the assigned school. * (23) Assist in managing student accounting as it relates to FEFP records and reports. * (24) Assist in maintaining equipment, ensuring security of school property, and maintaining property inventory records., * (25) Assist in managing the instructional materials budget and acquisition.

Name	Title	Job Duties and Responsibilities

* (26) Prepare or supervise the preparation of all required reports and maintain all appropriate records.
Continuous Improvement
* (27) Provide training opportunities and feedback to personnel at the

ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE
SCHOOLS (Continued)

assigned school.
* (28) Seek to improve skills and knowledge through professional development activities.
* (29) Maintain and model high standards of professional conduct.
* (30) Set high standards and expectations for self, others, and organizations.
Facilitation
* (31) Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.
* (32) Facilitate problem-solving by individuals and groups.
* (33) Counsel with parents and staff to resolve problems or concerns.
* (34) Assist parents in contacting school and agency support services.
* (35) Maintain non-judgmental inquiry while probing for more complete information in cases of student discipline or other issues.
Communication
* (36) Maintain visibility and accessibility on the school campus.
* (37) Attend school-related activities and events.
* (38) Use persuasive skills to get support and buy-in from teachers
* (39) Use effective strategies to communicate with a variety of audiences.
* (40) Communicate effective orally and in writing.
Constancy of Purpose
* (41) Coordinate an collaborate with District personnel in developing programs.
* (42) Articulate programs with other agencies.
* (43) Assist with the induction of beginning teachers and monitor progress.
* (44) Cooperate and coordinate with other administrators in the school.
* (45) Demonstrate commitment to the vision, mission, goals, and priorities of the District
* (46) Serve as a district representative at emergency shelters as determined by the Superintendent.
* (47) Perform other incidental tasks consistent with the goals and objectives of this position.
Decisiveness
* (48) Assist in establishing procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
* (49) Decide how to meet students' needs as they arise.
* (50) Deal with emergency situations such as facilities problems, student disciplinary incidents and safety.
* (51) Deal effectively and appropriately with abuse situations.
ASSISTANT PRINCIPAL, ADULT/VOCATIONAL/ALTERNATIVE
SCHOOLS (Continued)
* (52) Investigate student accidents and other incidents and take appropriate action.

Name	Title	Job Duties and Responsibilities
Mroz-Perez, Justine	Teacher, ESE	Duties of this position include but are not limited to: 1. Planning: a. Designing the academic (basic) education program so that it is consistent with the total educational philosophy of the district. b. Continuing professional growth through educational meetings, visiting related facilities, reading professional literature, and exchanging ideas among the district staff. c. Working in coordination with other basic education teachers and other departments in planning and developing the basic program. 2. Programming: a. Preparing educational plans for each group of students based on individually assessed needs in accordance with the district's philosophy, goals and objectives. b. Using appropriate assessment instruments pertinent to instructional areas to assess student progress. c. Preparing lesson plans for each group or class assigned. d. Developing and maintaining a classroom environment conducive to effective learning. e. Providing varied instructional techniques and media through individual and/or group sessions designed to meet the educational, social and emotional needs of the students. f. Taking all necessary and reasonable precautions to protect students, materials, equipment and facilities. g. Participating in the in-school staffing and screening processes as appropriate. h. Assisting in upholding and enforcing school rules, administrative regulations, and School Board Policies. i. Assisting in the selection of books, equipment and other instructional materials. j. Providing for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning. 3. Public Relations: a. Cooperating with school personnel in coordinating ESE services within that school. b. Establishing and maintaining cooperative relations with other employees. c. Assisting in providing information to community groups and parents concerning basic education programs as requested. d. Assisting in coordinating and providing news releases through the immediate supervisor for local news media as requested. e. Working to establish and maintain open lines of communication with students and their parents concerning the broad academic and behavioral progress of all assigned students. 4. Monitoring and Reporting: a. Ensuring that each student in the program has necessary evaluation records in his/her permanent folder. b. Evaluating student progress on a regular basis and providing feedback to students and parents. c. Supplying progress reports to school personnel and to parents of students as necessary and requested. d. Completing appropriate reports for local, state, federal and educational

Name	Title	Job Duties and Responsibilities
		agencies. e. Referring those students who require further evaluation or follow-up services to the appropriate school personnel or community agencies. f. Attending and participating in faculty meeting or other meetings as required. g. Other responsibilities as directed by his/her immediate supervisor.
Mitch, Jessica	Other	Responsible for contacting schools and notifying if a student is in JDC. Assists with transitioning students back to their zoned school or alternative school for supports. Assists in the transitioning of students at semester and end of year to their zoned schools. Communicates transitions to school principal or designee.

Demographic Information

Principal start date
Tuesday 7/14/2020, Paul Lipinski

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
2

Demographic Data

2020-21 Status (per MSID File)	Closed: 2022-09-09
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	

School Grades History	2018-19: No Grade
	2017-18: No Grade
	2016-17: No Grade
	2015-16: No Grade

2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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	0	0	0	0	0	0	0	0	4	8	2	4	1	19
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	2	2	0	0	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	2	5	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	5	4	0	0	9
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	0	0	0	0	0	4	0	0	2	0	6

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	3	0	0	0	0	3
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

Tuesday 7/14/2020

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	0	0	0	0	0	0	0	2	8	10	7	4	2	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Level 1 on statewide 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	0	0	0	0	2	3	1	6	2	2	16

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

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	0	0	0	0	0	0	0	2	8	10	7	4	2	33
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Level 1 on statewide 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	0	0	0	0	2	3	1	6	2	2	16

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

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	0%	57%	56%	0%	51%	53%
ELA Learning Gains	0%	53%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	39%	41%
Math Achievement	0%	56%	51%	0%	50%	49%
Math Learning Gains	0%	49%	48%	0%	45%	44%
Math Lowest 25th Percentile	0%	42%	45%	0%	35%	39%
Science Achievement	0%	70%	68%	0%	65%	65%
Social Studies Achievement	0%	73%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(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
06	2019					
	2018					
Cohort Comparison						
07	2019					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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 2017-18	C & C Accel 2017-18
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
2017 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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

When reviewing progress monitoring for the areas of ELA and Math, it was noted that students were making slightly less learning gains in the area of math.

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

STARR math results indicated that students were struggling in the area of math compared to ELA and science. This is historically the case with our CPGA students. It is important to note that students did make learning gains but not all made grade level or increased above grade level. Many prior to being committed had significant truancy challenges.

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.

No comparative data

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

There were learning gains in the area of ELA and reading. We provided after school tutoring in the areas of reading, science and math two days per week. We also made tutoring available on alternating Saturdays.

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

GPA and credit recovery.

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

1. Credit Recovery
2. GPA improvement
3. Graduation rate/GED completion
4. Transition

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Transition	
Area of Focus Description and Rationale:	Our students come from counties all across Florida and it is rare that we have a Pasco student placed in our program. Many of our students recover a significant amount of credits and are on track with their grade level requirements as a result of being at CPGA. We want to insure that the students return to their counties of residence and enroll in their zoned school within one week, if school is in session, so they can remain on track.
Measurable Outcome:	65% of our students will enroll in their zoned school, in their county of residence, within one week of discharge from CPGA/TrueCore.
Person responsible for monitoring outcome:	Jessica Mitch (jeawilli@pasco.k12.fl.us)
Evidence-based Strategy:	Students will monitor their own progress and advocate for appropriate support from instructional staff. Students are required to review their pacing in APEX on a daily basis. Weekly progress reports are provided to the students and the instructional team to insure students are on track.
Rationale for Evidence-based Strategy:	DJJ has as a requirement, the monitoring of the successful transition of students who leave DJJ residential programs. With the new criteria for rating programs based on regular attendance at the zoned school, we have to make sure that the students have everything they need to enroll as a first step to a successful attendance record.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to Credit Recovery	
Area of Focus Description and Rationale:	Students come to CPGA from counties and schools across the state of Florida. Numerous students have missed extended periods of school causing them to fall behind in foundational skills and credits. Many students have failed various courses as a result of multiple incarcerations and poor attendance and this has put them behind in credits and for middle school, not meeting promotion requirements.
Measurable Outcome:	75% of the credit recovery courses that students participate in will have a measurable passing score of 70% or better that will not only allow them to earn the credit outcome the but also improve the cumulative grade point average. Passing recovery school plans courses will also allow middle school students to work toward promotion to achieve requirements to be on track for entering high school.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students will monitor their pacing and advocate for extra assistance when needed from the instructional staff.
Rationale for Evidence-based Strategy:	Students will have access to APEX credit recovery through an online format. Each classroom will consist of an instructional assistant and teacher. Students must either meet a 24 credit graduation plan or the 18 credit graduation option and a significant component is earning the initial credits and recovering lost credits.

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.

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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.

Teachers and staff participate in weekly staff meetings to discuss student successes and challenges. They discuss incentives for motivating the students. Teachers and education staff arrange for various celebrations of earning credit, appropriate behavior, graduations and completion of GEDs. Because family day is no longer an event as a result of Covid, teachers are increasing incentive opportunities for the students.

Parent involvement is attained through the participation in treatment teams. The Truecore staff and education staff meet monthly to review academic progress and social emotional health. Parents call into these meetings to interact with the team and provide input.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.