

Hillsborough County Public Schools

Willis Peters Exceptional Center



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	14
R.A.I.S.E	0
Positive Culture & Environment	0

Willis Peters Exceptional Center

2919 NELSON AVE, Dover, FL 33527

[no web address on file]

Demographics

Principal: Cara Yacinich

Start Date for this Principal: 8/26/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will provide each student with purposeful academic and vocational experiences within the school and community environment. Faculty, parents, and community personnel will work together in order to challenge the pupils to reach their fullest potential in these areas. This will be achieved by using motivational teaching techniques.

Provide the school's vision statement.

We will create a positive and respectful school community to foster independence and celebrate success.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Willis Peters Exceptional Center is home to all students (pre-school through age 22) with individual needs. All the students are taught through the Access Points curriculum. The student population includes students with Autism, Intellectual Disabilities and medically fragile needs. A large population of the students are non verbal (our contract Speech therapist is out on maternity leave until December). Due to the nonverbal skills, some of the students become frustrated and aggressive. Ten students have Functional Behavioral Assessments (FBA) and individual behavior plans. There is a schoolwide behavior plan in place. Half of our students are in wheelchairs with weekly therapy sessions. We currently have five students that require private nurses with them throughout their day. Several students receive their nourishment through a feeding tube. Through the schoolwide plan, the staff teach academics as well as unique life skills to help our students to gain independence. Our transition age students (19-22 year old), have class enterprises: Cafe' (serving lunch on Fridays), laundry service, recycling/shredding and a Snack Shack. The teachers work with a district transition specialist to connect parents to services after the students graduate at age 22. A majority of the staff have been at WPEC for over five years. Each class has a teacher and at least one paraprofessional depending on the needs of the students. We celebrate big and little successes daily to create a positive and respectful community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hendricks, Lisa	Site Administrator	<p>Oversees the daily operations and effectiveness of the ESE Center, working collaboratively with the school staff, students, parents, district-level staff, and state and community agencies. Ensures staff follow and implement IDEA and provides FAPE for students with disabilities. Instructional Leadership: Focuses on academics and setting goals with the staff/ students; Conducts classroom observations and provides feedback; Ensures students are learning the standards through instructional strategies and assessments. Human Capital Management: Uses multiple methods to assess staff by setting clear expectations and communicates clearly success and improvements needed; meet regularly with teacher teams in PLC, ILT and leadership; interviews and hire for positions as needed; establishes regular meetings with stakeholders (parents, business partners, and community leaders); maintains a safe environment for all. Organizational/System Leadership: Collects and reviews student data; develops action plans to achieve goals, balances the budget; plans and attend professional development;</p>
Nance, Rebecca	ESE Specialist	<p>Provides support and/ or direct instruction to students with disabilities (SWD) based on site needs. Assists with the organization, management and coordination of supports and services provided to SWD. Demonstrates advance knowledge and practices of instructional and behavioral strategies, collaborating with the school team to implement best practices of data collection, analysis, inclusive practices and responsive instructional decisions for SWD. Monitors and supports the efficacy of instruction provided to SWD. Designs and delivers job-embedded professional development to ensure that school staff maintain updated skills and knowledge of ESE-related best practices. Assists administrator in ensuring implementation of ESE supports and services align with IDEA, state statues, direct procedures, and FTE accounting and reporting. Effectively collaborates and communicates with all stakeholders in order to facilitate student success. Collaborates with administration and district leaders to develop supportive systems that build teacher capacity and improve effective case management practices.</p>
Butler, Leah		<p>Designs and implements appropriate Specially Designed Instruction, accommodations, and supports assigned in accordance with state standards, district curriculum and student needs. Develops and implements Individual Education Plans (IEP) for students to include present levels of performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. Creates a positive educational climate for students with disabilities to learn in an atmosphere of respect and rapport. Employs various teaching techniques, methods, and principles of learning to enable students to meet their IEP goals. Observes and evaluates student performance and mastery of standards, monitor student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies, implementing positive behavior supports and evidence-based interventions, and invoking</p>

Name	Position Title	Job Duties and Responsibilities
		appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parent involvement. Takes all responsible precautions to provide for the health and safety of students and protect equipment, materials, and facilities. Provides oversight to paraprofessionals. Appropriately maintains and secures confidential records, inquires, data and FTE documentation. Serves as the Family and Community Engagement Liaison.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Wednesday 8/26/2020, Cara Yacinich

Number of teachers with professional teaching certificates?

17

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

17

Total number of students enrolled at the school.

59

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

0

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

0

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	1	0	3	3	1	7	2	3	1	3	6	5	20	55
Attendance below 90 percent	1	0	3	0	1	4	1	2	1	3	2	3	7	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	0	3	3	1	7	2	3	1	3	6	5	19	54

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	1	0	3	3	1	4	1	2	1	3	2	3	7	31

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/26/2021

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	4	6	1	7	2	2	2	4	6	4	6	5	22	71
Attendance below 90 percent	3	3	0	3	1	2	0	2	4	1	2	1	13	35
One or more suspensions	0	0	0	0	0	1	0	0	2	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	1	0	0	2	0	0	0	3	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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	61%		59%	60%
ELA Learning Gains					56%	59%		56%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					55%	62%		57%	61%
Math Learning Gains					57%	59%		53%	58%
Math Lowest 25th Percentile					49%	52%		47%	52%
Science Achievement					50%	56%		51%	57%
Social Studies Achievement					77%	78%		79%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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	5	25									
FRL											
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		24			9						
HSP											
WHT		42			17						
FRL		29			6						

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

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)	
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	30
Total Components for the Federal Index	3
Percent Tested	83%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

In review of the attendance from 2020-2021, there was a slight increase. We had 25% of our students on eLearning with the rest of the students on campus. Those students in eLearning were the students with significant medical needs which impacted their attendance with medical appointments and

hospitalizations. The PSLT team met monthly as well as with the District ESE Triage team to monitor student attendance. The team followed up with parent conferences and home visits to support the students. Staff also prepared work packets to assist the students and their families. Students were inconsistent with Canvas and Zoom lessons.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

There was an increase in ELA data on the Florida Standards Alternate Assessment. Teachers used the district Scope and Sequence to make sure that all standards were covered. Data chats were scheduled each quarter to make sure the implementation of lessons were being presented to the students in differentiated methods. Professional Development was aligned to the standards with an emphasis on engagement and differentiated strategies.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Communication is the greatest need for improvement. A majority of the students are nonverbal and need either a form of communication device or processing time to be encouraged to talk. According to the formal observations, more than half of the teachers use too much teacher talk and need to give students choices or devices to encourage communication. IEP goals support the use of a ACC (Augmentative and Alternative Communication) device or choice board.

What trends emerge across grade levels, subgroups and core content areas?

Lack of student engagement in the lessons is a trend across the grade levels and with all subgroups. Teachers are planning on their own without the support of others.

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

Professional Learning Communities are needed to encourage shared lesson planning and development. The collaboration of grade bands will build trust between the teachers and share strategies that can increase the learning in the classes.

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: Environmental Communication Teaching (ECT) will begin during preplanning for teachers and paraprofessional teams. Each team will select a student that they will focus on through the year to increase communication skills. Training meetings will occur monthly as ILT. Progress monitoring will occur along with the trainings. The Speech Therapist will also provide additional trainings on communication devices and strategies for promoting communication.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

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

Using formal observation and walk through data, students were not participating in classroom discussions. The length of the lessons were only a partial part of the lesson period with the rest of the time used as "brain breaks". Teachers are planning on their own. Teachers need more specialized training to provide effective instruction in order to increase communication in the classroom and mastery of targeted communication IEP goals.

Measurable Outcome:

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

Seventy-five percent (10/13) of classes will implement specific communication strategies via the Environmental Communication Teaching (ECT) process, in order to increase functional communication systems among students with the most significant behavioral and/or medical challenges.

Monitoring:

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

The classes will meet monthly with trained staff to review ECT progress, monitor data collection, participate in video review sessions and provide on-going guidance to implement communication systems within targeted routines/activities.

Person responsible for monitoring outcome:

Rebecca Nance (rebecca.nance@hcps.net)

Evidence-based Strategy:

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

Environmental Communication Teaching is a state-wide training provided in collaboration with the district ACAT team. It is a communication teaching method that targets individual students and activity based routines, in order to establish a method of communication and allow the student the opportunity to initiate communicative attempts and gain independence in facilitating the routines.

Rationale for Evidence-based Strategy:

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

Select staff have participated in this training two years in a row and seen significant communication gains in the targeted students. Based on the Communication Matrix, participating students showed significant gains in communication skills.

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.

August- Staff will meet with their classroom teams (teacher and paraprofessionals) during preplanning to select targeted students in their class that will benefit from the Environmental Communication Teaching strategies. Teams will select a motivating activity/routine to implement the communication strategies within and create Activity Based Objectives (ABOs). Training will be held covering the rationale and benefits of the strategy.

Person Responsible

Rebecca Nance (rebecca.nance@hcps.net)

September- Teams will complete the Communication Matrix on their selected student to obtain pre intervention data on students' current communication skills. Staff will obtain consent and video the selected activity/routine pre-intervention and post intervention. The videos will be reviewed and feedback given.

Person Responsible

Rebecca Nance (rebecca.nance@hcps.net)

October- Teams will meet to discuss observations of the interventions in place, as well as the data collection on targeted ABOs.

Person Responsible Leah Butler (leah.butler@sdhc.k12.fl.us)

November- Teams will video and view the activity with interventions in place and provide constructive feedback to one another.

Person Responsible Leah Butler (leah.butler@sdhc.k12.fl.us)

December- Teams will select a second student and activity to implement ECT with. Teams will write and develop Activity Based Objectives.

Person Responsible Rebecca Nance (rebecca.nance@hcps.net)

January- Teams will complete the Communication Matrix on the second student for baseline data of communication skills. Teams will view pre intervention videos to reflect on current strategies/techniques in place.

Person Responsible Rebecca Nance (rebecca.nance@hcps.net)

February- Team will view intervention of the second selected student and provide constructive feedback.

Person Responsible Leah Butler (leah.butler@sdhc.k12.fl.us)

March- Teams will meet to discuss observations of the interventions in place, as well as the data collection on targeted ABOs.

Person Responsible Leah Butler (leah.butler@sdhc.k12.fl.us)

April- Elementary and High School Teams will review Post Intervention Videos of Student 1 and 2 and provide constructive feedback for the on-going continuation of ECT. Teams will also present a final presentation of the student progress, including a post Communication Matrix to determine communication levels post intervention.

Person Responsible Rebecca Nance (rebecca.nance@hcps.net)

May- Middle and Transition Teams will review Post Intervention Videos of Student 1 and 2 and provide constructive feedback for the on-going continuation of ECT. Teams will also present a final presentation of the student progress, including a post Communication Matrix to determine communication levels post intervention.

Person Responsible Rebecca Nance (rebecca.nance@hcps.net)

Throughout the year, the staff will provide parent training sessions (in person/virtual and recordings) to provide parents strategies that can be done at home to increase communication. Make and Take sessions will be available to provide families the materials (timers, schedules, fidgets, etc.,) and supports at home that connect with the daily skills at school.

Person Responsible Lisa Hendricks (lisa.hendricks@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The targeted students for the Environmental Communication Teaching are all in the ESSA subgroups of: Students with Disabilities (SWD), Hispanic, White and Economically Disadvantaged. The Communication Matrix scores will be utilized to determine skill development over the course of the year utilizing the ECT strategies.

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.

Willis Peters Exceptional Center promotes a positive culture everyday with the staff and students. Students are celebrated for their academic and behavioral growth as well as their physical achievements and social communication. A daily shout out time is heard at the end of each day to recognize students that have met the school wide expectations. A class of the month is honored for having the most "shout outs" that align with our school wide expectations.

Staff are celebrated through recognitions at each faculty meeting and incentives for going above and beyond their job duties. Students and staff are recognized on their birthdays. A sunshine committee celebrates with the staff monthly through get togethers with food and games/activities. Attendance celebrations are held for staff and students that increase their daily attendance by receiving gift cards and small tokens.

Quarterly Award Celebrations are scheduled to recognize student achievements and behavioral growth. Certificates are presented to the students. Parents are invited to attend in person and virtually. Monthly dress up spirit days are held with activities for the students.

Holidays events (Trick or Treating, Christmas parties, Valentine dance and Egg hunts, etc) are celebrated through the year to allow students to participate in activities. Social Emotional activities are planned to focus on the well being of the staff and students.

The text, "7 Mindsets" will be read together through the year and staff/students will participate in activities that incorporate building a healthy mindsets. Staff participate in the Humana Go365 Challenges to promote healthy lifestyle choices and increase their level of exercise.

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

All the staff at Willis Peters helps to promote a positive culture and environment at the school. Parents are encouraged to be a part of the events with their student. Community partnerships are developed with local businesses and churches. First Baptist Church of Plant City provides school supplies and meals/snacks through the year. They also come for work days. The Plant City Lions Clubs and Brandon Elks offer support and financial donations. Berkley Prep School partner with the classes to provide Christmas gifts and meet monthly for virtual activities. Plant City High School's NHS, will be partnering for quarterly events with the other ESE Centers in the district.