Hillsborough County Public Schools

Dorothy Thomas Center

2021-22 Ungraded Schoolwide Improvement Plan

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Dorothy Thomas Center

3215 NUNDY RD, Tampa, FL 33618

[no web address on file]

Demographics

Principal: Kelly Simmons   Start Date for this Principal: 1/14/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-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* Black/African American Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
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.

To reach each student by cultivating excellence in every child's tailored academic, social, emotional, and career growth in order to increase our graduation rate through a quality, comprehensive educational and therapeutic approach.

Provide the school's vision statement.

Preparing students to make responsible, positive choices in every aspect of their lives.

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

Dorothy Thomas School serves students in need of intense behavioral, social and emotional support. Each student at Dorothy Thomas has an Individual Education Plan indicating goals, classroom accommodations, and interventions.

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
Jahn, Kimberly	Principal	Mrs. Jahn is responsible for supervising and leading the school leadership team. Mrs. Jahn also leads the assistant principal to provide instructional leadership to all teachers.
GremliSanders, Maria	Instructional Technology	PhD. Educational Leadership Teacher for Business Technology for 9-12. In the process of creating and developing school entrepreneur business program for students to operate. 'Jaguar Thirst Quenchers' Chair of the Steering Committee Chair of the Title 1 SAC & FACE (Family & Community Ambassador Workshop) Sunshine Committee Afternoon car rider duty.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Saturday 1/14/2017, Kelly Simmons

Number of teachers with professional teaching certificates?

16

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

16

Total number of students enrolled at the school.

43

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

2

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	0	0	2	2	1	2	6	2	4	3	6	8	7	43
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	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	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	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	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

Friday 8/20/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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 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	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	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%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
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	0%	52%	-52%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	55%	-55%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	17%	54%	-37%	52%	-35%
Cohort Comparison		0%				
08	2021					
	2019	0%	53%	-53%	56%	-56%
Cohort Comparison		-17%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	64%	-64%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	54%	-54%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	15%	62%	-47%	54%	-39%
Cohort Comparison		0%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	67%	-50%	71%	-54%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

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	19	21		17	15		31				
BLK	23			25							
WHT	9										
FRL	22	23		18	18		38				
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	18	43		14	31		10				
BLK	21	57		8	17						
WHT	9			23							
FRL	19	44		13	30						
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	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	103
Total Components for the Federal Index	5

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	9
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
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?

Students continue to struggle in specific areas of English Language Arts especially in the area of literacy. Utilizing iReady data and classroom assessments, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

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

Students improved in craft and structure in English Language Arts and showed a slight improvement in numbers and operations, and expressions and equations in math.

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?

Students improved in craft and structure in English Language Arts and showed a slight improvement in numbers and operations, and expressions and equations in math. Progress monitoring is implemented by teachers to assess students' academic performance on a regular basis (weekly or monthly) for two purposes: to determine whether our students are benefiting appropriately from the academic instructional program and to build and modify more effectively instructional text that our students who benefit inadequately from typical instruction.

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

Our students continue to struggle in English Language Arts. When the data was drilled down, it appears that identifying the main idea and supporting details should be an area of focus along with increasing vocabulary. Students also need to increase skills in data and statistics in the area of math.

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

Teachers use progress monitoring, utilizing iReady data and classroom assessment in reading, mathematics, and English Language Arts to identify students in need of additional or different modified forms of instruction, to design stronger instructional programs, and to effectively improve academic achievement outcomes
for their students.

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.

1. Provide high quality, standards base instruction
2. Enhance student engagement with purposeful differentiated strategies
3. Reduce suspension rates with use of PBIS strategies
4. Improve student attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a school we strive to continue to collaborate, share and implement classroom strategies that will continue to produce high quality standards- based academic instructions to maximize student learning in our classrooms. In the area of ELA : Literacy impacts student learning across all content areas. Strategies help to insure that students are challenged with the appropriate instruction and the appropriate grade-level material. Dorothy Thomas School will improve instructional practice specifically relating to literacy across content areas to help students improve content specific vocabulary and reinforcement of literacy standards. Based on the 2021 ELA FSA scores, 0% in grade 3, 0% in grade 4, and 0% in grade 5 scored at proficiency. These scores were due to the pandemic which exacerbated the limitations of standardized tests, which reward a narrow set of skills and more affluent students who have access to specialized instruction. . By focusing on ELA proficiency, the instructional improvements will also include the school's learning plan and progress monitoring for addressing the adverse impacts of COVID-19 on education and rebuilding stronger results and improvement in student reading proficiency and other academic areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers in subject all areas at all grade levels will provide and implement high quality, standards- based instruction to focus on developing valuable skills to enhance and encourage student engagement. This will increase academic achievement as evidence of learning gains which earns a "Commendable" school rating. The following steps will be implemented to improve reading proficiency: Relief: Provide students urgent resources so that they can administer effective remote instruction and support. Recovery: Provide extra investments (such as : time) to help students make up lost ground as they return to in-school operations. Rebuilding: Redesign the learning system to focus on nurturing the whole child, balancing cognitive with socioemotional skills development and ensuring that all students have access to the conditions and resources that enhance learning and development.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student monitoring also helps to clear up misconceptions, so learners don't go home and rehearse errors in their homework. The closer to instruction the feedback and adjustments occur, the more likely students will reach the intended goals of the lesson. Over the year, this brings about student mastery of the standards. Teacher practice of student progress monitoring this impactful helps teachers know how their students are progressing on a daily basis, allowing opportunities to provide extra support if needed. The possibilities for implementation are endless, but here are five monitoring techniques that teachers are using to deepen student learning: Intended Outcome for ELA: This year ALL grades have a 40 minute instructional period with emphasis on a small group model setting. This model setting has proven to be effective and provides teachers

with the opportunity to meet with students weekly in a small group. The approach enables teachers to hone in on students' deficiencies with fidelity and maintain an on-going progress monitoring chart.

Action Steps to be continued, or added, to sustain the Intended Outcome:

Further Actions Steps needed to continue the Intended Outcome are to maintain the 40-minute instructional period when developing the 21-22 Master Schedule and maintaining common planning in all grade levels. Also,
emphasizing the expectation that the small group instructional model will be implemented during the 40-minute ELA period.

Person responsible for monitoring outcome:	Kimberly Jahn (kimberly.jahn@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction, PLCs, ILTs, Learning Walks, Strategy Share, Instructor Spotlight.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These strategies are used to allow teachers to grow professionally and maximize student learning in the classroom. Student performance, on common assessments, formative assessments, and standardized assessments will be used to determine teacher effectiveness.

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.

* Possible action steps and solutions specifically addressing reading proficiency is the leveraging of schema, or prior knowledge with students, as a means of connecting what a reader already knows through prior experience with new information to increase reading proficiency and comprehension in monitoring progress.

* Another action step involves teachers applying Robert Marzano's meta-analysis to identify the most effective instructional strategies to improve reading proficiency, in which Haynie (2010) in "Effective Teaching Practices," describes effective teaching strategies for students across different subject areas to

address reading proficiency.

*While a relationship between teacher expectations and student promotes more results among their students. Teachers using more effective instructional strategies to increase reading comprehension, to include the reading proficiency, were observed using baseline data to collect the students' reading comprehension and proficiency results.

The following actions steps are implemented to specifically also address reading proficiency:

1.) Educate teachers on differentiated instruction through PLCs, Learning Walks, and professional development
2.) Students will collaborate with their teachers to improve their academic performance through data chats.
3.) Families will collaborate with teachers to support student learning by attending academic nights and conference night.
4.) African American (black), Caucasian (white),SWD (students with disabilities will receive accommodations and interventions to include one on one assistance to increase academic performance in the classroom.

Person Responsible	Kimberly Jahn (kimberly.jahn@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.	At Dorothy Thomas, progress monitoring is used to assess student progress or performance in those areas in which they were identified as being at-risk for failure (e.g., reading, mathematics, and social behavior). It is the method by which teachers or other school personnel determine if students are benefitting appropriately from the typical (e.g., grade level, etc.) instructional program. It is utilized to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not academically profiting from typical classroom instruction. Although progress monitoring is typically implemented to track the performance of individual students who are at risk for learning difficulties, it is also in place to help monitor an entire classroom of students. In order to better understand the academic needs of each area of subgroups, teachers are encouraged to create internal cross-departmental teams between academic and non-academic groups to communicate and collaborate classroom curriculum instructions. This allows teachers to continue to analyze their data to understand and better support different contexts for implementation in the classroom. For example, the school and teachers have unique challenges that require customized implementation of lesson plans in accordance with the Standards-aligned instructions. Given the shortcomings of the Economically Disadvantaged subgroup (students receiving free/reduced priced lunch), we are both more strategic and more flexible in its approach to supporting ED students. We have implemented the following steps to improve the existing system: Redefining the lesson plans to focus on the barriers impeding academic success. Refining and reflecting the pervasiveness and severity of students' academic challenges. Strengthening overall accountability by measuring progress monitoring growth in student achievement. Identifying and facilitating the sharing of best practices.

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a school, we want to continue to work on improving student behaviors and social emotional functioning in order to create productive students and citizens.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All faculty and staff will use a Positive Behavioral Interventions and Supports program and consistent classroom procedures to increase student compliance, behavior and overall social and emotional functioning resulting in a 5% decrease of out of school suspensions.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Kickboard (electronic PBIS monitoring system) data will be frequently reviewed Therapeutic Behavior Meetings and Student Services Meetings.
Person responsible for monitoring outcome:	Kimberly Jahn (kimberly.jahn@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS strategies, classroom behavior management, strategies and preventive measures as outlined in "The Behavior Code" which we have chosen as our book study this year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies, programs and tools will enable faculty and staff to increase positive behaviors and decrease negative emotional reactions and outburst by our students which impacts the learning environment.

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.

1.) Faculty, staff and students will participate in school-wide PBIS program
2.) Faculty, staff and families will use Kickboard, an electronic PBIS recording system, to monitor student behavioral progress
3.) Faculty, staff and community partners will provide student incentives tied to student progress on the PBIS program.

Person Responsible	Kimberly Jahn (kimberly.jahn@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.	This area of focus is intended to address the needs of all subgroups present at Dorothy Thomas School including Students with Disabilities, Economically Disadvantaged Students, and Students from Each major Ethnic Group. Students in each of this groups will benefit greatly from the positive strategies and supports put in place to improve behavior and social emotional functioning.

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

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

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

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

Person responsible for monitoring outcome: [no one identified]

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

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

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.

No action steps were entered for this area of focus

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.

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.

As a school, we want to continue to work on improving student behaviors and social emotional functioning in order to create productive students and citizens.
The school plans on building positive relationships with parents, guardians, families and other community stakeholders by sending frequent Remind messages to inform them of school related events like Open House, Academic Nights and Conference Night. Increased communication with families is a priority school wide. Teachers are encouraged to make at least 3 positive parent calls per week to enhance

relationships with parents and guardians.
Create meaningful and relevant overarching goal(s) which all students and staff can rally to achieve together
? Involve students and adults in decision making processes that promote academic success and facilitate community engagement
? Designate special places to meet and socialize and have shared experiences (e.g., events, seating areas)
? Promote the interests of diverse groups in the school and in the broader community
? Cultivate a sense of openness and belonging among all different kinds of people
? Ensure there are opportunities for students to link educational goals to service learning and civic engagement.
? Recognize shared interests and talents among community members
? Create symbolic and artistic representations of community identity that promote pride, dialogue, and establish institutional memory (e.g., murals)
? Adopt rituals and routines that promote unity, collective identity, and to address healing in response to negative events

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

This strategy focuses on increasing engagement and collaboration with parents and community groups. Increasing parental and family involvement in education can have a range of positive outcomes for students, teachers, and parents. This may involve diverse communication with parents, educational opportunities, home outreach initiatives, as well building support networks for parents and families through the school. Overall, parents are a school's main source of support for getting children to school and play a vital role in education and student success.
Recruit and organize parental help and support
? Designate parents leaders and representatives to take part in decision making
? Maintain regular use of notices, memos, phone calls, newsletters, other types of communication
? Value respectful and trusting relationships between families and professionals (i.e., promote two-way communication)
? Send home materials that promote reading, writing, and discussions between students and family members
? Offer parent education or training (specifically for skills that may be brought into the home)
? Ensure that all family engagement opportunities are culturally and linguistically responsive (i.e., provide language translators as needed)
? Provide information and ideas to families about how to help students at home with curricular and cocurricular activities
? Ensure resources and services from the community strengthen school programs, family practices, and student learning and development.
? Coordinate home visits and intensive case management (if needed)
? Provide family counseling (if needed)
The most important reason for identifying and understanding stakeholders is that it allows them to be an integral part of promoting a positive culture and environment in the school. Developing a Community Tool Box is believed to be a most important part of the participatory effort that involves representation of as many stakeholders as possible. There are a number of important advantages:
For example,
1. It puts more ideas on the table than would be the case if the development and implementation.
2. It includes varied perspectives from all sectors and elements of the community affected, thus giving a clearer picture of the community.
3. It gains buy-in and support for the effort from all stakeholders by making them an integral part of its development, planning, implementation, and evaluation. It becomes their effort, and they'll do their best to make it work.

4. It's fair to everyone. All stakeholders can have a say in the development of school events and workshops to better understand student, teacher and parent/home inter-relationship for academic success of the student.