Fitzgerald Middle School

leadership
analysis
students
Florida
mission
college and career
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Fitzgerald Middle School

6410 118TH AVE, Largo, FL 33773

http://www.fitzgerald-ms.pinellas.k12.fl.us

Demographics

Principal: Ija Hawthorne

Start Date for this Principal: 6/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: B (56%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Pinellas 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.

Table of Contents

Fitzgerald Middle School

6410 118TH AVE, Largo, FL 33773

http://www.fitzgerald-ms.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan is pending approval by the Pinellas 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.

Our mission is to provide the highest academic achievement through a positive and safe learning environment to prepare each scholar for college, career, and life.

Provide the school's vision statement.

Our vision is for 100% scholar success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Hawthorne, Ija	Principal	
Donnelly, Leah	Assistant Principal	
Douglass, Christine	Assistant Principal	
O'Mara, Amanda	Assistant Principal	

Demographic Information

Principal start date
Wednesday 6/29/2022, Ija Hawthorne

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
27

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
1,028

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	356	361	311	0	0	0	0	1028
Attendance below 90 percent	0	0	0	0	0	0	143	148	175	0	0	0	0	466
One or more suspensions	0	0	0	0	0	0	32	57	67	0	0	0	0	156
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	101	97	135	0	0	0	0	333
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	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 6/29/2022

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	361	377	371	0	0	0	0	1109
Attendance below 90 percent	0	0	0	0	0	0	56	53	61	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	52	42	16	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	27	10	10	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	27	8	0	20	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	69	124	0	0	0	0	238
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	62	88	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	9	6	0	0	0	0	26

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	112	97	105	0	0	0	0	314

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	22	9	16	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	6	5	3	0	0	0	0	14

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	361	377	371	0	0	0	0	1109
Attendance below 90 percent	0	0	0	0	0	0	56	53	61	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	52	42	16	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	27	10	10	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	27	8	0	20	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	69	124	0	0	0	0	238
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	62	88	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	9	6	0	0	0	0	26

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	112	97	105	0	0	0	0	314

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	22	9	16	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	6	5	3	0	0	0	0	14

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	46%	50%				51%	52%	54%
ELA Learning Gains	41%						52%	55%	54%
ELA Lowest 25th Percentile	23%						37%	47%	47%
Math Achievement	49%	30%	36%				57%	55%	58%
Math Learning Gains	49%						56%	52%	57%
Math Lowest 25th Percentile	37%						45%	46%	51%
Science Achievement	37%	52%	53%				52%	51%	51%
Social Studies Achievement	64%	52%	58%				68%	68%	72%

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
06	2022					
	2019	46%	51%	-5%	54%	-8%
Cohort Comparison						
07	2022					
	2019	46%	51%	-5%	52%	-6%
Cohort Comparison	-46%					
08	2022					
	2019	55%	55%	0%	56%	-1%
Cohort Comparison	-46%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	44%	-7%	55%	-18%
Cohort Comparison						
07	2022					
	2019	54%	60%	-6%	54%	0%
Cohort Comparison		-37%				
08	2022					
	2019	44%	31%	13%	46%	-2%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	51%	-1%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	68%	-3%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	55%	40%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	23	20	17	36	33	7	24			
ELL	14	27	22	18	38	39	13	35	69		
ASN	77	71		90	77		67	93	93		
BLK	25	28	21	29	38	26	21	53	42		
HSP	31	33	18	33	41	33	27	57	78		
MUL	49	42		65	47		57	75	91		
WHT	53	45	29	58	54	48	43	66	75		
FRL	33	36	21	36	41	33	31	54	66		
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	11	28	23	16	26	26	10	19			
ELL	24	38	34	31	38	37	9	36	59		
ASN	78	71		85	66		63	81	88		
BLK	34	41	27	38	39	32	26	45	67		
HSP	38	41	30	39	36	31	32	44	62		
MUL	55	54		63	68		64	57			
WHT	55	52	37	58	50	37	55	53	77		
FRL	36	39	25	40	38	28	29	46	63		
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	12	35	31	15	35	38	6	24			
ELL	26	43	38	38	45	41	24	60	79		
ASN	78	68		84	79	67	84	88	94		
BLK	26	37	31	28	45	55	15	44			
HSP	41	52	40	46	48	39	37	61	71		
MUL	64	64		59	59	27	60	77	92		
WHT	58	52	39	66	60	47	60	75	86		
FRL	37	46	35	43	49	43	38	58	77		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

ELA Achievement decreased 4%. ELA Learning gains decreased7% with an 8% decrease in L25 gains. Math Achievement decreased 3% overall. Learning gains in math increased 3% overall and 4% among L25 students. Science Achievement decreased by 7% while Social Studies increased by 12%. We fell below the ESSA threshold of 41% among our African American and Hispanic Students as well as our students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We need to focus on increasing learning gains in ELA among our L25 students and our AA, Hispanic and students with disabilities. We need to place emphasis on our 8th grade pre-algebra proficiency and learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA deficits resulted from staffing issues, deficits in release of learning, systematic questioning for understanding and lack of student engagement in the learning environment. We will create a program to ensure teacher retention and training with systematic and monitored PLC's. Additionally, we will institute schoolwide initiatives and protocols to ensure our students are reading and writing across the content. In math, we need to make sure we are progress monitoring our students, particularly in grade 8, and providing swift and effective interventions for those students who are performing below the expected benchmark level.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Civics proficiency rose by 12%, and math gains among our L25 students rose 4%.

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

Our 7th grade scholars, both gifted and general ed who were enrolled in Civics scored at or above proficiency 98% and 64% respectively. This is due to overall higher reading proficiency levels and rigorous instruction. The increase in math gains among our L25 learners is the result of intensive and effective in school and after school interventions as well as strong PLC's in 6th and 7th grade mathematics.

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

We will students are scheduled into courses that will stretch and grow their abilities. We will develop a robust ELP program to provide additional support and professional development for our teachers to increase skill with data driven instruction and differentiation. We will focus specifically on increasing release of learning, systematic questioning for understanding and creating a safe, comfortable and engaging environment.

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.

We will institute a program of biweekly, structured and focused PLC's in each grade-level content which will include data analysis to include formal assessments and student exemplars. We will institute problem solving protocols to focus on specific areas. We will provide professional development around focused note taking, unpacking the standards and classroom management. We will monitor the progress of our teachers through regular walkthroughs with specific targets.

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

We will be improving and codifying our MTSS, PBIS and CST processes to increase the levels of attendance, behavioral and academic supports offered to our students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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.**	Our current level of performance is 42% of our students are proficient on the 2022 FSA ELA. We expect our performance level to increase to 54% The problem/gap is occurring because students are not being challenged with higher order thinking questions on a routine basis and are not encouraged to productively struggle as it relates to the complexity and rigor of the BEST standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students achieving ELA proficiency will increase from 42% to 54%, as measured by the Spring 2023 Progress Monitoring assessment (F.A.S.T.)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The desired outcome will be monitored through biweekly PLC's in which we will introduce strategies and analyze student work to determine the effectiveness of strategies and adjust accordingly.
Person responsible for monitoring outcome:	Leah Donnelly (donnellyl@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen staff ability to engage students in complex tasks. Enhance staff capacity to identify critical content from the standards in alignment with resources Strengthen staff practice to utilize questions to help students elaborate on content
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers unpack the standards to understand the required rigor, encourage productive struggle using appropriate strategies, as well as intentionally plan for higher order thinking questions, then the problem would be reduced by 12%.

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.

ELA and Reading teachers will receive professional development around B.E.S.T Benchmarks, HOT questions, and collaborative structures.

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

ELA and Reading teachers will unpack standards to identify critical content

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

ELA and Reading teachers will utilize Focused Note Taking

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

ELA and Reading teachers will meet in PLC bi-weekly. Teachers collaborate to identify strategies and analyze the effectiveness of instructional strategies around Focused Note Taking and HOT questions. We will also analyze the effect of allowing productive struggle on student growth. Growth will be measured by student ability to analyze and synthesize material and effectively address higher order questions.

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

ELA and Reading teachers utilize text-evidence rubrics to engage scholars in writing in response to text.

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports (PBIS)	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our 2021-2022 level of performance in school-wide behavior is 1,761 total referrals. The problem/gap in behavior performance is occurring because the behavior support structures were not consistently followed throughout the school year. Schoolwide expectations were not evident in all classrooms and classroom processes/procedures were not maintained consistently.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Using the PBIS and the Three A's, along with ensuring teachers align classroom expectations and consequences to our Three A's the occurrence of ODRs would be reduced by 10% as evidenced by the total number of referrals.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will review and analyze our data discipline data monthly and include data from walkthroughs with look-for to monitor teachers use of PBIS and their classroom expectations/consequences. We will include schoolwide celebrations for scholars meeting the Three A's with quarterly PBIS celebrations.
Person responsible for monitoring outcome:	Leah Donnelly (donnellyl@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Expectations and rules are developed and effective procedures for dealing with discipline are established (staff) Expectations are clearly defined, taught, and reinforces Establish and maintain positive relationships with students
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Scholar discipline data should be addressed to meet the needs of individual students. These should be fair, consistent, and restorative to ensure our campus is a safe, comfortable, engaging environment where students are actively participating.

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.

During the first 5 days of school, scholars will engage in lessons on common area expectations from the PBIS Three A's matrix.

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

Quarterly PBIS celebrations are planned, and coverage is arranged so that staff can participate and interact with scholars in a social setting

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

Schoolwide expectations are clear and visibly posted in the classroom. This also includes classroom expectations with consequences and rewards

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

Administrative team will require progressive discipline plans from all teachers and do walkthroughs to ensure plans are posted in classrooms

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

Grade level teams to collaborate regarding expectations

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 EOC data, the area of greatest need is with our 8th grade Civics scholars. General education 7th grade students scored 64% proficiency as opposed to 38% among 8th grade scholars. Gifted scholars take Civics in 7th grade and were 98% proficient. Our area of greatest need among our history scholars is with literacy. Our language arts proficiency is currently 44%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase our proficiency rate among 8th grade Civics scholars by 6% bringing our overall achievement to 70% schoolwide. Scholars who are enrolled in history courses will improve proficiency in literacy to 52%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will meet in biweekly PLC's to disaggregate Cycle data and to develop strategies to differentiate instruction and improve scores. Our PLC's will focus on embedding literacy strategies in the teaching of content. Weekly walkthroughs will include a literacy component with targeted feedback.
Person responsible for monitoring outcome:	Christine Douglass (douglassc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will institute focused note-taking, small group rotations and systematic questioning and checks for understanding as expectations in Civics and history classrooms. Additionally, we will be providing support and learning opportunities for our teachers to employ highly engaging strategies that reach a diverse group of learners in their classrooms to create an engaging, comfortable and safe environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Focused Note-Taking, an AVID WICOR strategy, is a proven strategy to increase the release of learning to the scholars. Small-group rotations allow teachers to differentiate and to meet the needs of diverse student populations. Highly engaging strategies that reach a diverse group of learners practices will increase engagement and create an inclusive 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.

Create a schedule for biweekly PLC's and develop meeting protocols to ensure we ae examining data and taking a problem-solving approach to deficits in student learning. We will further establish data-chat and tracking protocols to improve our transfer of learning ownership from the teachers to the students. We will be utilizing the interactive notebook provided by the social studies staff developers.

Person Responsible	Christine Douglass (douglassc@pcsb.org)

Engage and monitor all teachers in schoolwide focused note taking training and use a walk-through document and protocol to monitor the effective use of focused note-taking. Specifically, do the students

know the rationale and expectation? Are students using the notes they take in a regular and systematic method? How can we improve our processes?

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Provide professional learning opportunities around unpacking the standards and creating student questioning routines in the classrooms that lead to higher order thinking and productive struggle. Use walk-through data to monitor and improve instructional practice.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Create a partnership between 8th grade reading and Civics to introduce Civics texts through reading classes creating opportunities for our scholars to deepen understanding and develop reading strategies specific to Civics.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Provide professional development opportunities around highly engaging strategies that reach a diverse group of learners with the expectation that specific strategies will become a schoolwide way of work. Monitor through targeted walk-throughs.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Achievement levels in Grade 6 and Grade 8 mathematics decreased by 13 and 42% respectively. The 8th grade scores represent our general education pre-algebra scholars.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Achievement levels in Grade 6 & 8 will increase to 50 and 55% respectively. This represents a return to prior year levels with a 2% increase in overall performance.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The desired outcome will be monitored through monthly student work analysis PLC's to determine if the rigor required of the standard was met and weekly walkthroughs with timely feedback provided to teachers specific to HOT questions and release of learning. Additionally, IXL and cycle data will be closely monitored and problem- solving protocols will be introduced in PLC's to ensure learning gaps are addressed in a timely fashion.
Person responsible for monitoring outcome:	Ija Hawthorne (hawthornei@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will institute focused note-taking, small group rotations and systematic questioning and checks for understanding as expectations in Mathematics classrooms. Additionally, we will be providing support and learning opportunities for our teachers to employ highly engaging strategies that reach a diverse group of learners in their classrooms to create an engaging, comfortable and safe environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Focused Note-Taking, an AVID WICOR strategy, is a proven strategy to increase the release of learning to the scholars. Small-group rotations allow teachers to differentiate and to meet the needs of diverse student populations. Highly engaging strategies that reach a diverse group of learners will increase engagement and create an inclusive 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.

Provide professional learning opportunities around unpacking the BEST standards and creating student questioning routines in the classrooms that lead to higher order thinking and productive struggle. Use walk-through data to monitor and improve instructional practice.

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

Create a schedule for biweekly PLC's and develop meeting protocols to ensure we ae examining data and taking a problem-solving approach to deficits in student learning. We will further establish data-chat and tracking protocols to improve our transfer of learning ownership from the teachers to the students.

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

Engage and monitor all teachers in schoolwide focused note taking training and use a walk-through document and protocol to monitor the effective use of focused note-taking. Specifically, do the students know the rationale and expectation? Are students using the notes they take in a regular and systematic method? How can we improve our processes?

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

Provide professional development opportunities around highly engaging strategies that reach a diverse group of learners with the expectation that specific strategies will become a schoolwide way of work. Monitor through targeted walk-throughs.

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science Achievement as measured by the 2022 SSA decreased from 44% to 37%. Achievement among general education scholars and gifted scholars is 21% and 88% respectively.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SSA achievement will increase overall with a 7% increase among gifted to 95% and a 15% increase among general education scholars to 36%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The desired outcome will be monitored through monthly student work analysis PLC's to determine if the rigor required of the standard was met and weekly walkthroughs with timely feedback provided to teachers specific to HOT questions and release of learning. Additionally, Unit and GAP assessment data will be closely monitored and problem solving implemented for scholars who do not perform as expected.
Person responsible for monitoring outcome:	Ija Hawthorne (hawthornei@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will institute focused note-taking, small group rotations and systematic questioning and checks for understanding as expectations in Science classrooms. Additionally, we will be providing support and learning opportunities for our teachers to employ highly engaging strategies that reach a diverse group of learners in their classrooms to create an engaging, comfortable and safe environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Focused Note-Taking, an AVID WICOR strategy, is a proven strategy to increase the release of learning to the scholars. Small-group rotations allow teachers to differentiate and to meet the needs of diverse student populations. Highly engaging strategies that reach a diverse group of learners will increase engagement and create an inclusive 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.

Provide ongoing professional development around the Science standards ensuring that teachers are able to break the standards down into manageable and measurable student tasks.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Create a schedule for biweekly PLC's and develop meeting protocols to ensure we ae examining data and taking a problem-solving approach to deficits in student learning. We will further establish data-chat and tracking protocols to improve our transfer of learning ownership from the teachers to the students.

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

Engage and monitor all teachers in schoolwide focused note taking training and use a walk-through document and protocol to monitor the effective use of focused note-taking. Specifically, do the students know the rationale and expectation? Are students using the notes they take in a regular and systematic method? How can we improve our processes?

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

Provide professional development opportunities around highly engaging strategies that reach a diverse group of learners with the expectation that specific strategies will become a schoolwide way of work. Monitor through targeted walk-throughs

Person Responsible   Ija Hawthorne (hawthornei@pcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Federal Percentage Points Index for Black/African American students is 31% which is below the 41% for the third consecutive year, and dropped below the 32% threshold for the first time.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will meet the and exceed the 41% threshold, raising our African American Index to 51%. Academic achievement and advanced academic opportunities must be improved to ensure equitable educational outcomes for all scholars.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor student achievement, attendance and academic data from the start of the year, using this data to create interventions and monitor the outcome of the interventions. CST, MTSS and subject area PLC's will all monitor data for subgroups. Progress Monitoring Plans will be created and monitored throughout the school year for all at risk AA students.
Person responsible for monitoring outcome:	Christine Douglass (douglassc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be trained in the elements of highly engaging strategies that reach a diverse group of learners to include instructional and behavioral strategies proven effective with all students across cultures and abilities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers may not be aware of inherent bias in terms of creating lessons, designing assessments and managing behavior. If teachers were more aware of their own belief systems and cultural bias, they would be better equipped to deliver culturally relevant instruction and manage behaviors more effectively.

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.

Provide ongoing professional development for teachers in the areas of highly engaging strategies that reach a diverse group of learners and Restorative Practices.

Person Responsible	Christine Douglass (douglassc@pcsb.org)

Conduct targeted walk-throughs at regular intervals to determine the effectiveness of training and initiatives and plan for individual and full faculty remediation as needed.

Person Responsible	Christine Douglass (douglassc@pcsb.org)

CST, MTSS and subject area PLC's will work together to create and monitor individualized Progress Monitoring Plans as well as behavior plans where needed to ensure supports are in place to increase engagement and inclusivity of our AA scholars.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Federal Percent of Points index among Students with Disabilities is 24%. This is below the 32% threshold for the third consecutive year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The Federal Percent of Points Index among students with disabilities will increase 8 points to 32%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE case managers will closely monitor and track student progress toward IEP goals and regularly report to administration and the VE specialist.
Person responsible for monitoring outcome:	Christine Douglass (douglassc@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be grouped in classes based on their IEP goals. Support Facilitators will push in to the classes and deliver Specially Designed Instruction to support scholars in meeting their IEP goals. They will monitor student progress closely and work with case managers to adjust goals as needed.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Specially Designed Instruction is a research based method of remediating deficits with specific 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.

Deliberate and targeted scheduling of SWD to ensure they are grouped in core academic courses and reading based on their IEP goals. Scheduling support facilitation to match these goals.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Continuing professional development and collaborative planning time for ESE teachers to plan and deliver Specially Designed Instruction to SWDs.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

#8. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our 2021-2022 data shows that there was a sum of pass for 115 certification. We expect our performance level to increase by 15% by end of the 2022-2023 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of students achieving proficiency will increase from 115 certifications to 132 , as measured by certification data and supported by district provided assessment data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The outcome will be monitored through data analysis PLC's that occur Bi-weekly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Enhance staff capacity to identify critical content from the Standards/ Benchmarks in alignment with district resources. Strengthen teacher implementation of rigorous instructional practices with monitoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By enhancing staff's understanding of their content area by breaking down the standards so they can effectively plan and deliver rigorous lessons. Through strengthening their implementation of rigorous instructional practice and encouraging systematic questioning for understanding, we will se an increase of proficiency.

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.

Bi-weekly PLC's centered around release of learning to include; planning for Focused Notetaking, unpacking standards to meet the required rigor, teaching through inquiry, data analysis, and engaging scholars in productive struggle.

Person Responsible	Ija Hawthorne (hawthornei@pcsb.org)

Engaging in Professional Development to support systematic questioning for understanding to assist teachers in meeting complexity of content.

Person Responsible	Ija Hawthorne (hawthornei@pcsb.org)

The teacher provides administration with biweekly tracking sheets that show students' performance on all assessments includes practice tests.

Person Responsible	Ija Hawthorne (hawthornei@pcsb.org)

#9. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	63% of our Gifted scholars scored a Level 4 or 5 in ELA as evidenced by FSA 2022. We expect our performance levels to be at 75% in ELA by June 2023. We believe these gaps would decrease if we focused on improving our Gifted Program.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of gifted scholars scoring a Level 4 or 5 in ELA will increase from 63% to 75% as measured by the 2023 F.A.S.T. progress monitoring assessment by focusing on implementing a Gifted Program to provide services that meet the needs of gifted scholars based on their Education Plans and the Florida Framework for Gifted Learners to ensure academic success.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through bi-weekly PLC's and use of progress monitoring data.
Person responsible for monitoring outcome:	Leah Donnelly (donnellyl@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Effective question techniques are critical in creating good classroom discussions and ensure student engagement. Enhance staff capacity to identify critical content from the Standards/Benchmarks in alignment with district resources. Strengthen teacher implementation of rigorous instructional practices with monitoring
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Morgan Fitzgerald will improve student achievement by utilizing data to plan differentiated instruction. Differentiating instruction will allow CGS instructors the opportunity to deliver a rigorous line of questions that will deepen students understanding of concepts.

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.

Teachers will utilize the Middle School Gifted- Year at a Glance Curriculum

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

Engage in Gifted Professional Development offered throughout the year

Person Responsible	Leah Donnelly (donnellyl@pcsb.org)

Teachers will engage in bi-weekly PLC's centered around release of learning and systematic questioning for understanding.

Person Responsible	[no one identified]

Implementation of Focused Note-Taking to engage scholars in monitoring their learning and use inquiry to support their academic success.

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

Create support plan for gifted scholars who are struggling academically, behaviorally or emotionally.

Person Responsible   Leah Donnelly (donnellyl@pcsb.org)

#10. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We were below the 41% proficiency threshold for the first time at 40% for our Hispanic students and at 33% proficiency for our ELL students below the 41% threshold for the first time.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will meet the and exceed the 41% threshold, raising our Hispanic Index to 51%. We will improve our ELL proficiency by 10% to exceed the 41% threshold.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	CST will carefully monitor attendance. ESOL team will monitor academic performance to plan and implement effective supports.
Person responsible for monitoring outcome:	Christine Douglass (douglassc@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Child Study Team will be carefully monitoring attendance and providing support through District and Local Hispanic resources.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Data indicates decreased academic proficiency is largely due to attendance issues.

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.

Child Study Team will closely monitor our Hispanic population and provide support through the social worker and student services.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Work with the district ESOL office and Center for Hispanic Heritage in Highpoint to bring academic and social resources to our families removing transportation barriers.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

Invite ESOL personnel to train our staff to use the translation features on PowerPoint to provide instruction in multiple languages, and to use Lionsbridge to contact families.

Person Responsible   Christine Douglass (douglassc@pcsb.org)

#11. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We were below the 41% proficiency threshold at 40% for the first time.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will improve our outcomes for economically disadvantaged scholars raising our proficiency rate to 50%,
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will identify and monitor student achievement through our MTSS processes and grade level teams. We will identify and monitor attendance through our CST processes.
Person responsible for monitoring outcome:	Christine Douglass (douglassc@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will increase home and school communication, mentoring, and provide increased access to extracurricular activities to improved attendance and student and family engagement. In the classroom and through ELP we will provide opportunities for students to learn through multiple modalities. We will provide professional development around target task alignment to all faculty. Additionally we will increase our access to and use of technology.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students and families who feel connected are more likely to attend and engage with the academic experience. Students achieve greater success when they are able to engage with content via their preferred learning styles. Technology access and appropriate academic use thereof will provide students with a broader base of information and opportunities to expand their knowledge in addition to increased opportunities for remediation and reinforcement.

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.

We will increase family engagement by identifying our Tier 3 economically disadvantaged students and engaging all adults in the school to call home to check in.

Person Responsible   Amanda O'Mara (omaraa@pcsb.org)

Provide ELP and athletic transportation to scholars to ensure access.

Person Responsible   Amanda O'Mara (omaraa@pcsb.org)

Teachers will be provided technology and tools such as manipulatives to offer students opportunities to engage with content via multiple modalities.

Person Responsible   Amanda O'Mara (omaraa@pcsb.org)

We will provide ongoing professional development to ensure our teachers are aligning daily tasks with learning targets.

Person Responsible   Amanda O'Mara (omaraa@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We will take a proactive approach to improve school safety and promote positive behavior. We use PBIS as a prevention, not punishment. Using the PBIS and the Three A's, along with ensuring teachers align classroom expectations and consequences to our Three A's will ensure we have a safe, comfortable, engaging environment where students are actively participating. We are doing school based affirmations for our teachers utilizing "drops in a bucket" where each teacher is provided drops as they are seen doing positive's that align with our mission and vision along with our school districts core values. We are utilizing Social Media blasts to recognize those who are doing things around the school. Our staff will also receive quarterly chew and chats to increase connectedness.

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

Ms. Hawthorne, Principal- Equity Champion
Mrs. Donnelly, Assistant Principal- PBIS Coordinator & Equity Champion
Ms. Douglass, Assistant Principal- Equity Champion
Mrs. O'Mara, Assistant Principal
Ms. Chan, Teacher- PBIS Team Leader
Ms. Van Brunt Hobgood- School Social Worker
Ms. Read- School Counselor