Putnam County School District

Palatka Jr Sr High School

2022-23 Schoolwide Improvement Plan

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Palatka Jr Sr High School

302 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/phs

Demographics

Principal: Cathy Oyster

Start Date for this Principal: 12/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
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* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (43%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Putnam County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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302 MELLON RD, Palatka, FL 32177

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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)
High School 7-12	Yes	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	50%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Palatka Jr Sr High School will inspire every student to think, to learn, to achieve, to care, and to become a successful and responsible citizen.

Provide the school's vision statement.

Palatka Jr Sr High School will provide an inspirational learning culture that will prepare students for college and career success in a global society.

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
Stout, James	Principal	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.
Symonds, Rodney	Assistant Principal	Supporting the leadership team at school by focusing on school-wide goals and expectations; providing appropriate supervision of students to maintain a safe learning environment for all students and staff; observing teachers and classroom instruction to provide on going feedback to teachers; participating in parent conferences/MTSS/IEP meetings to ensure that students are receiving the support needed to be successful.
Bellamy, Cindy	Assistant Principal	Supporting the leadership team at school by focusing on school-wide goals and expectations; providing appropriate supervision of students to maintain a safe learning environment for all students and staff; observing teachers and classroom instruction to provide on going feedback to teachers; participating in parent conferences/MTSS/IEP meetings to ensure that students are receiving the support needed to be successful.
Chaires, Michael	Assistant Principal	Supporting the leadership team at school by focusing on school-wide goals and expectations; providing appropriate supervision of students to maintain a safe learning environment for all students and staff; observing teachers and classroom instruction to provide on going feedback to teachers; participating in parent conferences/MTSS/IEP meetings to ensure that students are

Name	Position Title	Job Duties and Responsibilities
		receiving the support needed to be successful.
Purifoy, Lamar	Assistant Principal	Supporting the leadership team at school by focusing on school-wide goals and expectations; providing appropriate supervision of students to maintain a safe learning environment for all students and staff; observing teachers and classroom instruction to provide on going feedback to teachers; participating in parent conferences/MTSS/IEP meetings to ensure that students are receiving the support needed to be successful.

Demographic Information

Principal start date
Thursday 12/1/2016, Cathy Oyster

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.*
5

Total number of teacher positions allocated to the school
89

Total number of students enrolled at the school
1,659

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

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	0	255	304	341	289	241	229	1659
Attendance below 90 percent	0	0	0	0	0	0	0	148	172	187	161	140	116	924
One or more suspensions	0	0	0	0	0	0	0	74	163	147	94	80	47	605
Course failure in ELA	0	0	0	0	0	0	0	59	106	131	113	69	78	556
Course failure in Math	0	0	0	0	0	0	0	48	92	136	86	62	70	494
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	79	141	156	94	85	56	611
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	76	124	122	0	0	0	322
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	79	141	156	94	85	56	611

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	51	70	81	69	56	66	393

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	35	32	40	28	17	1	153
Students retained two or more times	0	0	0	0	0	0	0	11	25	21	13	5	6	81

Date this data was collected or last updated

Thursday 10/6/2022

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	0	335	295	338	261	254	194	1677
Attendance below 90 percent	0	0	0	0	0	0	0	216	151	189	151	162	118	987
One or more suspensions	0	0	0	0	0	0	0	84	96	107	80	78	53	498
Course failure in ELA	0	0	0	0	0	0	0	117	111	138	57	76	43	542
Course failure in Math	0	0	0	0	0	0	0	140	160	163	59	77	50	649
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	149	115	119	83	90	77	633
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	151	132	119	0	0	0	402
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	85	97	83	60	74	57	456

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	55	47	43	21	11	0	177
Students retained two or more times	0	0	0	0	0	0	0	15	21	14	12	10	4	76

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	335	295	338	261	254	194	1677
Attendance below 90 percent	0	0	0	0	0	0	0	216	151	189	151	162	118	987
One or more suspensions	0	0	0	0	0	0	0	84	96	107	80	78	53	498
Course failure in ELA	0	0	0	0	0	0	0	117	111	138	57	76	43	542
Course failure in Math	0	0	0	0	0	0	0	140	160	163	59	77	50	649
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	149	115	119	83	90	77	633
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	151	132	119	0	0	0	402
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	85	97	83	60	74	57	456

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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	55	47	43	21	11	0	177
Students retained two or more times	0	0	0	0	0	0	0	15	21	14	12	10	4	76

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	30%	28%	51%				35%	31%	56%
ELA Learning Gains	38%						39%	34%	51%
ELA Lowest 25th Percentile	39%						30%	27%	42%
Math Achievement	31%		38%				37%	25%	51%
Math Learning Gains	43%						42%	43%	48%
Math Lowest 25th Percentile	47%						31%	42%	45%
Science Achievement	26%	7%	40%				48%	39%	68%
Social Studies Achievement	40%	8%	48%				47%	49%	73%

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
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	54%	-10%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	51%	-3%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	49%	-9%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	43%	-11%	57%	-25%

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	21	34	32	25	37	41	17	28		86	16
ELL	21	63	64	39	60			30			
BLK	17	32	37	19	30	43	10	28	40	93	18
HSP	22	45	65	31	48			41	43	100	21
MUL	36	45		28	31		23	42			
WHT	41	41	34	42	54	53	37	50	53	92	63
FRL	25	35	40	26	38	49	21	32	47	93	36

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	24	34	40	21	24	27	20	43		79	27
ELL											
BLK	20	33	32	9	21	35	15	31		90	26
HSP	20	27		10	20		24	38		78	28
MUL	39	56		17	9		20				
WHT	39	39	30	21	24	36	26	52		90	63
FRL	25	34	33	12	21	30	17	32		87	37

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	21	30	22	43	31		58	32		68	7
ELL											
BLK	21	31	22	32	41	21	34	33		86	30
HSP	28	35	36	39	30		45	45		71	60
WHT	47	47	40	40	43	38	64	61		85	45
FRL	27	34	26	36	40	27	45	41		82	28

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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	12
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
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	38
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?

Our SWD and Multi-racial subgroup ELA achievement levels, dropped while their LG stayed at 34. The LQ in ELA dropped as well. However, in that subgroup, Math achievement, LG and LQ learning gaines all improved. These same trends continued in our Black, Hispanic, White, and FRL populations where their ELA achievement scores and LG both dropped but their Math achievement and LG improved. All subgroups in science achievement were 41 or below.

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

Our ELA achievement, math achievement, science achievement and social studies achievement need the greatest gain to maintain a school grade of C b/c this year we are only graded on proficiency with the new state assessments for reading and math.

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

Teacher turnover in 7th grade ELA (3 teachers in one class), coupled with a brand new teacher in the other 7th grade ELA class, contributed to the lowest ELA scores in achievement, LG and LQG. We now have two teachers in these grade levels receiving weekly coaching from the district on standards based planning and instructional delivery. One of the 7th grade civics classes had three teachers in the classroom before that class was stable. Both teachers this year ended the year in civics and are doing well with common planning. 8th grade science teachers are receiving district coaching.
The major factor that contributed to lower scores was the transition of our school from a traditional high school to a jr-sr high school. Teaching 3 new groups of students our rules, procedures and expectations was something that took all year to complete. The start of this school year has been much better for discipline.

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

Our Math learning gaines and our Math LQ learning gaines showed the most improvement.

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

Consistency with teachers and common planning for standards based instruction had the largest impact on math scores. Teachers were familiar with the standards, planned every lesson together and compared all formative data throughout the school year to improve instruction.

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

Administration will conduct frequent walk-throughs. Regular PLC's will be in place to help with standards based planning, common assessments, and continuous progress monitoring of student achievement. Teachers will attend district trainings throughout the year in order to gain knowledge of the new B.E.S.T. standards as well as rigorous, standards based teaching strategies.

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.

District led, instructional coaching.

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

Teachers are visited by administration multiple times each week to provide one way feedback on what is going well in the classrooms. Formal observations take place that require teachers to explain their planning of lessons to administration before the lesson is observed. Coaching takes place during this preconference, as well as during the post conference of the lesson. Teachers with good instructional startegies and data in the school grade buckets will continue to teach in these same classrooms to improve upon standard knowledge to further help students succeed.

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

:

#1. 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.**	Our subgroups that fall below the 41% threshold are Students With Disabilities, Black/African American Students, Multiracial Students, and Economically Disadvantaged Students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If our school focuses on rigorous, standards-based instruction in core and intervention classes, then by Spring 2023, students will be able to demonstrate cognitively complex learning as evidenced by improved scores on standards based assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Lead team members will conduct frequent classroom walk-throughs to monitor the use of standards based instructional strategies in the classroom. Student outcomes will be monitored using progress monitoring assessments.
Person responsible for monitoring outcome:	James Stout (jstout@my.putnamschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will identify those students who fall below the 41% threshold and provide individualized support and monitor progress using appropriate progress monitoring data.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	ESSA holds schools accountable for student achievement, including the achievement of disadvantaged students falling into the ED, minority, SWD or ELL categories. Florida's Federal Percent of Points Earned Index states that any subgroup falling below 41 percent are considered failing. A more focused approach to student-centered, standards-based instruction and engaging learners will increase student achievement.

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.

Participation in District Learning Communities

Person Responsible	James Stout (jstout@my.putnamschools.org)

Support teacher development and effectiveness through professional development on rigorous teaching practices and school based PLC's.

Person Responsible	Rodney Symonds (rsymonds@my.putnamschools.org)

District ELA Coach Support

Person Responsible   Tisha Wilburn (twilburn@my.putnamschools.org)

Implementation of District Benchmark Assessments and other progress monitoring assessments

Person Responsible   James Stout (jstout@my.putnamschools.org)

District Math Coach Support

Person Responsible   Christopher DeLuca (cdeluca@my.putnamschools.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.

Palatka High School coordinates and integrates parental involvement programs and activities that teach parents how to assist and support their children at home through phone messages using the School Messenger callout system, digital marquee, school newsletters, Remind 101 application, Google Classroom, Project Praise, ESOL support, childcare services and bus transportation for our students with children of their own. Parents are made aware of the school's Title I program and the nature of Title I during our Fall open house, Title I Annual Summary Meeting , and SAC meetings. Parents are given a copy of the Title I Bi-fold Handout and participate in the Parent Self Survey on Promoting Positive Educational Experiences. In order to build capacity for strong parental support, Palatka High School offers the following activities: Advanced Placement Parent Night, Financial Aid and Scholarship Meeting, District-Wide College Night, Freshman Orientation, Junior and Senior Class Parent Nights, and District-Wide Career Fair. To build ties between parents and teachers, our school requires documentation of positive parent contact, implements MTSS, and encourages use of the Skyward Parent Portal. Teachers are given professional development through data and department head meetings and are trained in the Marzano Teacher Evaluation Model.PJSHS is also implementing Conscious Discipline practices schoolwide. Teachers receive training and regular guidance in effective implementation of those strategies. Additionally, staff members are encouraged to send weekly positive notes home to support and encourage students who are excelling, improving, and/or having a positive impact at PJSHS.

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

Lead team members-will oversee the logistics of the above mentioned programs to ensure implementation is being done with fidelity.
Teachers and staff-will communicate with students and parents using the systems that are currently in place.