

Hillsborough County Public Schools

Boyette Springs Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Boyette Springs Elementary School

10141 SEDGEBROOK DR, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Jennifer Mccrystal

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	47%
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: A (71%) 2018-19: B (60%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Hillsborough 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Boyette Springs Elementary School

10141 SEDGEBROOK DR, Riverview, FL 33569

[no web address on file]

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)
Elementary School PK-5	No	47%
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	A		B	B

School Board Approval

This plan is pending approval by the Hillsborough 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.

Boyette Springs Elementary School, building a school where everyone is challenged to achieve their personal best.

Provide the school's vision statement.

Boyette Springs ...creating a community where individuals are valued and encouraged to continually explore, learn, and grow.

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
McCrystal, Jennifer	Principal	<p>The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.</p> <p>Specific Duties & Responsibilities: Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives • Administers and develops educational programs for students with mental or physical disabilities. • Confers with teachers, students, and parents concerning educational and behavioral problems in school • Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services • Requisitions and allocates supplies, equipment, and instructional material as needed. • Directs preparation of class schedules, cumulative records, and attendance reports • Walks about school building and property to monitor safety and security. • Plans and monitors school budget. • Plans for and directs building maintenance. • Performs any other duties as assigned.</p>
Cross, Amanda	Teacher, K-12	<p>Teacher at the Center for Gifted Studies Maintain the School Improvement Plan Chair the School Advisory Counsel Contribute to the Instructional Leadership Team</p>

Demographic Information

Principal start date

Tuesday 8/2/2022, Jennifer Mccrystal

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.*

3

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.*

15

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

805

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

6

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

12

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	117	139	109	130	142	144	0	0	0	0	0	0	0	781
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
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	25	16	1	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	18	1	0	0	0	0	0	0	0	35
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

Tuesday 8/23/2022

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	122	104	116	129	132	117	0	0	0	0	0	0	0	720
Attendance below 90 percent	29	24	20	20	24	19	0	0	0	0	0	0	0	136
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	2	0	0	0	0	0	0	0	0	2

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	

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	122	104	116	129	132	117	0	0	0	0	0	0	0	720
Attendance below 90 percent	29	24	20	20	24	19	0	0	0	0	0	0	0	136
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	2	0	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	53%	56%				69%	52%	57%
ELA Learning Gains	74%						56%	55%	58%
ELA Lowest 25th Percentile	58%						44%	50%	53%
Math Achievement	75%	50%	50%				69%	54%	63%
Math Learning Gains	78%						68%	57%	62%
Math Lowest 25th Percentile	60%						44%	46%	51%
Science Achievement	76%	59%	59%				69%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	52%	17%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	70%	55%	15%	58%	12%
Cohort Comparison		-69%				
05	2022					
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	54%	10%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-64%				
05	2022					
	2019	73%	54%	19%	60%	13%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	51%	17%	53%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

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	33	58	48	42	63	48	35				
ELL	50	83		48	83						
ASN	83			100							
BLK	56	67	55	58	77	64	59				
HSP	66	74	48	71	73	63	75				
MUL	74	75		67	75						
WHT	80	74	64	81	80	52	82				
FRL	59	68	54	61	73	59	65				
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	39	70	75	42	63		39				
ELL	27			47							
ASN	82			91							
BLK	65	87		71	60		63				
HSP	53	69	58	61	69	64	43				
MUL	86	62		79	77		63				
WHT	79	67	80	74	78		76				
FRL	58	71	74	59	67	64	45				
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	40	43	38	50	57	29	48				
ELL	38	42		46	67						
BLK	59	48	50	70	66	54	67				
HSP	62	59	48	57	56	42	61				
MUL	76	62		73	62		77				
WHT	73	56	38	72	74	42	71				
FRL	53	52	34	52	56	35	51				

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)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
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	92
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	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
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	73
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

We had an ELA bottom quartile loss of 13 points and Math BQ lost of 1 point.

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

Our bottom quartile demonstrates the greatest need for improvement.

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

Upon analyzing students currently making up our bottom quartile, many made little to no learning gains and struggle with a learning disability and/or motivation. Due to lack of personnel and school-wide pandemic-related needs, services to SWD were less consistent. We will continue to focus on

implementing instructionally agile small group instruction. We will also add in actively addressing and improving student motivation as well as addressing learning gain needs for Students with Disabilities.

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

Our proficiency scores showed the most improvement in both reading and math.

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

We continued our work on implementing instructionally agile small groups. This was not a new action but rather a continuation of best practice.

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

This year we will focus on increasing student motivation in conjunction with instructionally agile small group instruction to increase student achievement.

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.

This year, we are hoping to allow teachers the opportunity for coaching from both peers and district personnel as well as providing targeted professional development and an exemplar data base.

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

The principal will invite district personnel to coach teacher is motivation, instructionally agile small group instruction, as well as addressing the needs of Students with Disabilities. Administration will also provide feedback through quick visits as a collaboration in both motivation and instruction. Teachers will also be able to view others' classrooms to learn and grow in the aforementioned areas. Administration will also invite district personnel as well as ESE professionals to provide targeted professional development.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to motivation**Area of Focus****Description and****Rationale:**

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

Due to an ELA BQ loss of 13 points and a Math BQ lost of 1 point, students currently making up our bottom quartile made little to no learning gains. A careful analysis of student data revealed that many students struggle with a learning disability and/or motivation. ·

Measurable Outcome:

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

In the 2022-2023 school year, teacher reports of students struggling with motivation will decrease by 10% as reported to problem solving leadership team.

Monitoring:

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

Problem Solving Leadership Team will keep a tally of reports of students lacking motivation and compare them to notes from last year.

Person responsible for monitoring outcome:

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

Evidence-based**Strategy:**

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

Teachers will increase student motivation as evidenced by rewards for PAWSome points as well as personal goal-setting and monitoring of individual students.

Rationale for Evidence-based Strategy:

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

We are using "PAWSome Points" as part of our school wide tier 1 behavior management strategy. Effective use of this strategy should minimize a motivation issue in most students. Personal goal setting and increased monitoring proved to be effective in two classrooms during a teacher inquiry last year. We are hoping to try it on a larger scale to further increase motivation.

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 an exemplar data base for teachers to access to implement these strategies

Person Responsible

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

Targeted training through the PBIS Core Team to implement these strategies.

Person Responsible

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

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

Our proficiency FSA scores increased in all subject areas leading us to conclude that this was an effective strategy for most students.

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

In 2022-2023, the percentage of students meeting proficiency will increase by 2% across all subject areas.

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

We will monitor the Area of Focus through state mandated progress monitoring.

Person responsible for monitoring outcome:

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

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

We will monitor instructional small groups through data driven PLCs to form agile small groups.

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

This has been a key instructional strategy that has increased proficiency scores in years prior.

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.

ESE professionals will be at PLCs to help create targeted small group plans and materials.

Person Responsible

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

District coaches will attend PLCs to increase targeted instruction.

Person Responsible

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

#3. 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.

We had an ELA BQ loss of 13 points and a Math BQ loss of 1 point.

Measurable Outcome:

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

The bottom quartile scores will increase by 2% in both reading and math.

Monitoring:

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

This area of focus will be monitored through the state provided FAST assessment.

Person responsible for monitoring outcome:

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

Evidence-based Strategy:

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

We will address learning gain needs for students with disabilities.

Rationale for Evidence-based Strategy:

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

Because many of our bottom quartile students are also ESE students, increased training in this area will increase student performance.

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 provide professional development about strategies to use with ESE students.

Person Responsible

Jennifer McCrystal (jennifer.mccrystal@hcps.net)

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 use a PBIS system to build a positive school culture and environment. Students are able to earn virtual tokens and earn rewards to motivate students toward being a good school citizen and contributing to positive school culture. In addition to PBIS we also have school wide expectations to help students follow community standards for behavior.

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

Administrative team, Jennifer McCrystal and Elisa Walker, set forth school wide behavioral expectations and motivate staff and students through the PBIS system. Student Services Team, Waleska Ramos, guidance counselor, Tamara Wohlwend, school psychologist, and Herbert Tisdale, school social worker, maintain the PBIS system and address emotional concerns on an individual student basis as well as maintain the school store. Teachers implement the PBIS system and set up in class reward options.