
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[no web address on file]

Demographics

Principal: Jeremy Klein

Start Date for this Principal: 7/8/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (49%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Brandon High School

1101 VICTORIA ST, Brandon, FL 33510

[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)
High School 9-12	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	71%

School Grades History

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

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.

Use data to identify and create opportunities to learn that nurture self-efficacy.

Provide the school's vision statement.

Brandon High School is a place where “Eagles” grow and develop; are empowered through clear expectations and have a growth mindset.

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
Klein, Jeremy	Principal	Dr. Klein, as the principal, oversees all facets of the school. He coordinates with all point people and stakeholders to ensure the positive momentum of the school towards our goals. He orchestrates the school as data points are compiled and oversees targeted adjustments.
Jackson, Shannon	Assistant Principal	Mrs. Jackson works with other administrators, teachers, parents and students to ensure that students are meeting the school wide expectations and making forward progress towards graduation. She communicates with stakeholders and provides feedback.
Burton, Camilla	Assistant Principal	Ms. Burton works with the guidance department, academic coaches and teachers to ensure that BHS is making forward progress towards our goals. She runs department lead meetings, coordinates professional development at the school level, and follows up on student academic progress.
Spears, Susan	Instructional Coach	Ms. Spears works with administration to implement PD with teachers and conduct coaching cycles to improve instructional practice through a feedback loop.
Streeter, Jonathan	Teacher, K-12	Mr. Streeter, teacher and department lead, meets with other department leads and teachers to ensure transparency of communication between administrators and teachers.
Moore, Stephanie	Instructional Coach	Ms. Moore is the Success Coach. She meets with students on her case load and sets plans and deadlines with students to help them progress towards graduation. She communicates with administrators, guidance and parents.
Blair, Camille	Teacher, K-12	Ms. Blair is and AVID teacher and a member of the AVID site team an the ILT.
Huff, Nicole	Instructional Media	Mrs. Huff is our media specialist and SAC Chair. She meets with SAC, reports back to administration, helps orchestrate parent involvement, and assists with technology.

Demographic Information

Principal start date

Wednesday 7/8/2020, Jeremy Klein

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.*

2

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.*

11

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,505

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

21

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

15

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	0	0	0	375	409	343	378	1505
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	128	124	129	170	551
One or more suspensions	0	0	0	0	0	0	0	0	0	0	46	33	35	27	141
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	86	38	240	240	604
Course failure in Math	0	0	0	0	0	0	0	0	0	0	75	57	62	52	246
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	138	88	100	79	405
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	11	21	69	86	187
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	138	88	100	79	405

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	133	106	96	111	446

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	1	37	31	35	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	2	1	6

Date this data was collected or last updated

Tuesday 7/26/2022

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	0	0	426	381	394	388	1589
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	135	143	123	138	539
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	11	7	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	240	240	34	552
Course failure in Math	0	0	0	0	0	0	0	0	0	57	62	52	129	300
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	151	119	134	123	527
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	114	13	134	261
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	147	107	116	65	435

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	113	112	98	131	454

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	37	31	35	47	150
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	2	7

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	426	381	394	388	1589
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	135	143	123	138	539
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	11	7	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	38	240	240	34	552
Course failure in Math	0	0	0	0	0	0	0	0	0	57	62	52	129	300
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	151	119	134	123	527
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	114	13	134	261
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	147	107	116	65	435

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	113	112	98	131	454

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	37	31	35	47	150
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	2	7

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	33%	52%	51%				44%	56%	56%
ELA Learning Gains	39%						50%	54%	51%
ELA Lowest 25th Percentile	36%						37%	41%	42%
Math Achievement	33%	39%	38%				30%	49%	51%
Math Learning Gains	46%						41%	48%	48%
Math Lowest 25th Percentile	48%						35%	45%	45%
Science Achievement	58%	46%	40%				47%	69%	68%
Social Studies Achievement	64%	49%	48%				73%	75%	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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	66%	-22%	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	70%	73%	-3%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	63%	-46%	61%	-44%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	57%	-21%	57%	-21%

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	14	30	31	33	52	48	36	50		83	14
ELL	19	40	33	28	47		29	40		89	29
ASN	44	47		50						100	75
BLK	25	36	33	27	43	37	40	58		87	26
HSP	29	37	38	28	39	50	53	63		88	38
MUL	46	36		25	33		71	65		79	20
WHT	39	43	39	42	57	53	71	68		92	46
FRL	28	36	35	29	44	49	51	62		87	34
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	30	24	33	41	39	26	39		88	10
ELL	14	47	42	31	26	19	18	26		92	41
ASN	50	58						82		100	67
BLK	27	40	45	17	23	22	37	53		93	24
HSP	30	42	36	35	36	33	39	57		90	35
MUL	41	47		30	21		60	59		90	42
WHT	51	53	42	43	38	22	59	70		92	37
FRL	32	43	41	30	33	28	41	56		89	32
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	16	30	24	11	29	32	19	37		91	9
ELL	14	46	40	16	46	56	26	49		87	32
ASN	59	52		50	59		60	75			
BLK	32	43	29	24	37	27	37	69		95	21
HSP	38	50	43	29	45	48	44	65		91	32
MUL	56	37		33	35		56	89		88	64
WHT	56	55	33	35	36	23	53	80		95	48
FRL	37	48	37	26	39	37	41	69		91	31

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	39
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	63
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	41
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	45
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	47
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	55
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	44
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?

ELA scores lost ground in all areas and math achievement points declined slightly, even though there was improvement in math in both learning gains and bottom quartile. There was a slight gain in Social Studies and a 12 point gain in Science.

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

Student ELA scores lost ground in achievement points, learning gains points, and bottom quartile points. Therefore, ELA was the area with 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?

There were issues with teacher turnover and attendance in the ELA department. The Reading and English teachers will be working with the Literacy Coach and collaborating more to provide cohesive instruction that will benefit students in both classes and across all subjects. This will be accomplished through PLCs and collaborative effort. Student data will be utilized and shared to drive instruction.

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

Biology showed marked improvement, as showcased by the 12 point gain in Science achievement points. There was a 20 point improvement in the bottom quartile for Math. This was the largest gain across the board.

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

The biology teachers worked in tandem and really collaborated. They dove into data and had really functional PLCs that used the data to drive the instruction. Each teacher really owned their part and communicated the shared vision to their students along with the idea that they could and would be successful.

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

Teachers and students will take ownership of data and use it to address areas that are room for improvement. Teachers and students will know the data and share it to help accelerate learning across the campus. The ILT, department leaders, instructional coach, and administration will conduct walk throughs to provide teachers with non evaluative feedback and note trends. This data will be utilized to create and present professional development that will be impactful for students and uses assessment and progress monitoring data to drive the instruction.

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.

Teachers will be provided with professional development opportunities on using data, technology in the classroom, informal assessment, and strategies to increase student voice and engagement. Teachers will be paired with other teachers to walk through classrooms to observe strategies that are working and to get and give feedback. The administration will leverage leadership in teachers on the campus.

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

The ILT will continue to develop and present professional development that is deemed pertinent by trends that are observed in walkthroughs. Teachers will be offered ELP time to help students in smaller groups and on Saturdays. Teachers will offer tutoring during lunch. Mentorship opportunities will be provided during clubs to help students to improve their character and school culture in addition to making academic advances.

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 Instructional Coaching/Professional Learning

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

Implement the “Data Process” in all areas of the school to increase all components of school grade by 5 points. Student learning will be impacted when we routinely evaluate student learning data, implement feedback, and reflect on our practice to enhance instruction. If student learning data and progress monitoring is evaluated to drive instruction, achievement gaps can be identified and accelerated so that students are able to grasp those core skills and build upon them to keep the gaps from increasing. Feedback will be given to teachers to improve their instruction and students to improve their learning. Feedback will be differentiated and scaffolded to ensure that all stakeholders are receiving timely and targeted feedback.

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

The specific measurable outcome will be an increase of at least 5 points in all components of the school grade as reported at the completion of the 2022-23 school year.

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

Data will be analyzed in classrooms and at a school level and used to build professional development and encourage coaching cycles to improve instruction and therefore student learning.

Person responsible for monitoring outcome:

Camilla Burton (camilla.burton@hcps.net)

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

Professional development and feedback will be driven by trends and data that are gathered and analyzed using the Inquiry cycle. Administration and campus based instructional leaders will develop a bank of instructional strategies to recommend based on the book Teach Like a Champion. There will be a school wide book study and implementation.

Rationale for Evidence-based Strategy:

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

Teach Like a Champion's mission is to improve teaching by sharing strategies to help schools create classrooms that are better for children. By having strategies readily available and able to be modeled, teachers will be provided with strategies that are easily implemented to help students.

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.

The core leadership team will give quality feedback with fidelity to teachers based on classroom walkthroughs and observations. Assessment data will be analyzed so that rigor can be increased to meet the needs of students in real time. The responsiveness to student learning needs and implementation of strategies to help bolster student success will ultimately improve student readiness for the public postsecondary level. This will also help to address student needs and best practices to improve instruction for our ELL and SWD students.

Person Responsible Jeremy Klein (jeremy.klein@hcps.net)

The core leadership team will lead a book study on the book Teach Like a Champion and create a bank of strategies to help teachers provide students with what they need to achieve. These strategies will be implemented to help all students, but will especially help our ELL and SWD students by scaffolding their learning.

Person Responsible Camilla Burton (camilla.burton@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.

The school has worked very hard to build a positive school culture and environment. We are tying our PBIS program of utilizing "Brandon Bucks" to our implementation of the school wide acronym of B.A.S.I.C., which stands for Be on time, Assist others in need, Say good morning/good afternoon, Imagine your greatness,

and Courteous Conversations. The school will focus on specific skills to reinforce using the PBIS system and allow students to purchase items as the school store.

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

All members of the school and community are stakeholders. The students will recognize the expectations and showcase them. The staff will monitor the student behaviors and reinforce them. The community will be involved by responding to the school needs in many ways, such as volunteering time or items for rewards. The school is truly becoming a community school that showcases what is best in our community.