Hunter's Green Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Hunter's Green Elementary School

9202 HIGHLAND OAK DR, Tampa, FL 33647

[no web address on file]

Demographics

Principal: Nicole Libby

Start Date for this Principal: 7/1/2021

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)	35%
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 (70%) 2018-19: B (59%) 2017-18: C (47%)
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.](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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Hunter's Green Elementary School

9202 HIGHLAND OAK DR, Tampa, FL 33647

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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)
Elementary School PK-5	No	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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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.

The educators, staff and volunteers of Hunter's Green Elementary School are committed to:

* Providing students with the opportunity to acquire the knowledge and skills necessary to become productive contributors to society.

* Actively involving the home, school, and community in providing resources to meet the needs of individual students in developing traits for self-fulfillment and participation in the school climate that will carry forth into an ever-changing global society.

* Continually assessing and refining the educational processes to produce lifelong learners able to challenge the future.

Provide the school's vision statement.

Hunter's Green Elementary School students will become productive contributors to society as lifelong learners and decision makers living in harmony with self and others.

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
Libby, Nicole	Principal	Oversee day to day operations of the school.
Koehler, Jacqueline	Assistant Principal	The Assistant Principal, Elementary, will assist with the instructional, administrative, and operational leadership of an elementary school.
Goldberg, Lourdes	ELL Compliance Specialist	Mrs. Goldberg monitors our ELL students and then provides instruction based on their needs.
Harris, Chelsie	Attendance/ Social Work	Ms. Harris monitors attendance and then provides interventions to those students needing assistance.
LeBlanc, Keli	School Counselor	Mrs. Leblanc works with our teachers and students with social emotional learning.
Provonsha-Bucher, Leslie	Psychologist	Mrs. Bucher helps identify students that need additional support and guides the teachers with RTI/MTSS.
SequeiraTorres, Diana	Instructional Media	Mrs. Sequeira Torres is an additional resource to help teachers and students with reading.

Demographic Information

Principal start date
Thursday 7/1/2021, Nicole Libby

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.*
5

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
38

Total number of students enrolled at the school
727

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

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	78	116	197	126	120	120	0	0	0	0	0	0	0	757
Attendance below 90 percent	0	21	19	15	12	11	0	0	0	0	0	0	0	78
One or more suspensions	0	1	1	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	10	0	0	0	0	0	0	0	0	0	10
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	10	6	16	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	12	12	0	0	0	0	0	0	0	30
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	1	0	0	3	0	0	0	0	0	0	0	0	4

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	1	1	2	0	0	0	0	0	0	0	0	0	4
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

Thursday 9/1/2022

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	109	114	126	108	111	134	0	0	0	0	0	0	0	702
Attendance below 90 percent	0	3	6	8	7	5	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	0	0	0	1

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	1	3	1	5	0	0	0	0	0	0	0	0	0	10
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	109	114	126	108	111	134	0	0	0	0	0	0	0	702
Attendance below 90 percent	0	3	6	8	7	5	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	0	0	0	1

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	1	3	1	5	0	0	0	0	0	0	0	0	0	10
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	76%	53%	56%				72%	52%	57%
ELA Learning Gains	72%						61%	55%	58%
ELA Lowest 25th Percentile	62%						37%	50%	53%
Math Achievement	81%	50%	50%				74%	54%	63%
Math Learning Gains	77%						65%	57%	62%
Math Lowest 25th Percentile	64%						37%	46%	51%
Science Achievement	61%	59%	59%				65%	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	74%	52%	22%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	78%	55%	23%	58%	20%
Cohort Comparison		-74%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-78%				

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	88%	54%	34%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	66%	57%	9%	64%	2%
Cohort Comparison		-88%				
05	2022					
	2019	63%	54%	9%	60%	3%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	51%	12%	53%	10%
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	28	51	53	43	60	67	9				
ELL	51	66	64	82	82		47				
ASN	81	71		92	80		75				
BLK	61	72	61	63	70	50	36				
HSP	69	63	64	74	78	65	50				
MUL	73	70		83	70		75				
WHT	83	78	60	86	81	88	69				
FRL	61	64	55	68	69	60	40				

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	20	38	33	32	29	36	22				
ELL	64	80		76	50		60				
ASN	81	75		89	40		69				
BLK	58	54		46	46		54				
HSP	63	48	33	51	22		35				
MUL	65			78							
WHT	76	58		81	60		78				
FRL	58	49	44	52	40	38	57				
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	39	26	12	37	45	35	23				
ELL	64	58		60	61						
ASN	87	83		92	83						
BLK	63	59	40	66	49	33	54				
HSP	60	54	33	64	68	50	61				
MUL	79	63		79	63		100				
WHT	78	61	36	79	70	35	68				
FRL	60	52	36	59	55	27	58				

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
OVERALL Federal Index – All Students	71
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	74
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	67
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	80
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	59
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	69
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	74
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	78
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	60
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?

The data component showing the lowest performance on FSA 2022 was overall science proficiency and bottom quartile gains in ELA. In 5th grade, there wasn't a big increase with our BQ students in the area of reading. In math, all grades showed overall improvement in proficiency, gains and BQ gains.

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

Based on 2022 data, overall science proficiency is an area for improvement. Historically, our science proficiency scores have decreased over the past three year.

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

Lack of hands on investigations and students taking ownership of their learning through discussion and explanation of their thinking.

A specific focus on building student ownership and actively progress monitoring student learning within whole and small group.

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

HGE showed improvement in all areas of ELA and Math in 2022. Our overall learning gains in math showed the greatest growth, with BQ ELA gains being the second highest area of improvement.

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

The school had a very focused and purposeful action plan to meet the needs of all students.
Students in 1st-5th utilized the math monthly assessments and analyzed the data frequently within their PLC to determine next steps. Daily small group instruction, data-driven PLCs, analysis of iReady data, Reflex, and collaboration with teachers and support staff.

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

Increase progress monitoring within whole and small group to provide immediate specific feedback to students.
Continue small group and differentiated instruction. Continue data analysis with assessments/progress

monitoring. Hold students accountable for their learning by having students take ownership through discussion and explanation of their thinking.

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.

Aggressive monitoring training provided by the district. Sharing information for current professional development being offered, data chats with admin, fishbowl opportunities.

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

Data chats with admin to focus on students, monthly ILT meetings, MTSS grade level meetings with student services

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 Science

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 the 2022 FSA scores, 61% in Grade 5 scored at a proficiency level 3 or higher. This is a decrease in proficiency over the past three years. By focusing on Science, the instructional improvements will include hands-on learning experiences, students taking ownership of their learning (through discussion, elaboration of their thinking) and frequent monitoring and feedback provided to students. These steps will support an improvement in student proficiency on grade 5 FSA Science in 2023.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The outcome is to increase overall proficiency in science as measured by state and district assessments as of May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Fidelity walk throughs. Review of progress monitoring data. PLC agendas/notes.
Person responsible for monitoring outcome:	Nicole Libby (nicole.libby@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Opportunities for students to take ownership of their learning through discussion, elaboration on thinking.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy is based on research demonstrating that when students take ownership of their learning and do the teaching, retention of information increases.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will plan and implement hands on learning investigations within the science time.
2. Opportunities will be planned for students to share and explain their thinking and engage in discussion with peers.
3. Immediate and constructive feedback will be provided to students within whole and small group to further their understanding of content.

Person Responsible	Jacqueline Koehler (jacqueline.koehler@sdhc.k12.fl.us)

#2. 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.**	Our focus is on active progress monitoring strategies across all curricula during small and whole group instruction. Student achievement will increase when there is immediate feedback provided to students so that differentiation can occur to ensure learning gains for all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The outcome is to increase achievement and learning gains as measured by state and district assessments as of May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Fidelity walk throughs. Review of progress monitoring data.
Person responsible for monitoring outcome:	Nicole Libby (nicole.libby@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will provide aggressively monitor student learning and provide immediate constructive feedback.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy is based on individual student needs in order to increase student achievement. By monitoring student learning frequently and providing feedback, steps and revisions can be made along the way in order to meet the individual needs of each student to successfully reach the goal/learning target.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will attend Aggressive Monitoring training on Sept. 12.
2. Teacher will implement the strategies discussed within their teaching.
3. Teachers will analyze data based on data collected during whole and small group lessons and provide enrichment/reteach opportunities to meet the needs of individual students.

Person Responsible	Nicole Libby (nicole.libby@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.

At Hunter's Green Elementary, we have high expectations for all students. Students come to Hunter's Green to learn in a safe and orderly environment. If a child does not know how to read, we teach. If a child does not know how to multiply, we teach. At Hunter's Green, we use that same philosophy when it comes to student behavior. Hunter's Green is a PBIS school that focuses on learning and implementing growth mindset strategies to all of our students. We will be using a school-wide behavior plan to ensure that all students are showing their panther pride daily. Research shows that children need to know what is expected of them and they need to be taught what that looks like. We will have school-wide behavior expectations posted throughout the school. Students earn Panther Bucks for following the expectations. Then they can use their cash to buy items from the Panther Mart, earn a VIP event, or participate in a school-wide behavior incentive.

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

Nicole Libby, Principal
Jacque Koehler, Assistant Principal
Keli Leblanc, Guidance Counselor
Lourdes Goldberg, ELL Resource Teacher
Lauren Masino, ESE Specialist
ALL instructional and non-instructional staff
Students, Parents & PTA