

Hillsborough County Public Schools

Memorial Middle School



2022-23 Schoolwide Improvement Plan

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Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: April Gillyard

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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 (52%) 2018-19: C (46%) 2017-18: C (44%)
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.

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Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[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)
Middle School 6-8	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	93%

School Grades History

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

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SIP Authority

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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.

The faculty and staff of Memorial Middle School will collaboratively use every available resource to foster an environment of high expectations which supports the physiological, social, emotional, and academic needs of every student.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

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
Gillyard, April	Principal	The principal serves as the instructional leader, engages stakeholders, and collaborates with others to ensure academic success for all students.
Brooks, Brad	Assistant Principal	The assistant principal serves as the support for the academic coaches and subject area leaders to engage all stakeholders, and collaborates with others.
Robinson, Tehia	Assistant Principal	The assistant principal serves as the support for the academic coaches and subject area leaders to engage all stakeholders, and collaborates with others.
Mertens, Jane	Instructional Coach	Planning and Coaching teachers Supporting students Conducting professional development
Weaver, William	Instructional Coach	Planning and Coaching teachers Supporting students Conducting professional development
Thornton, Trenika	Instructional Coach	Planning and Coaching teachers Supporting students Conducting professional development

Demographic Information

Principal start date

Friday 7/1/2022, April Gillyard

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.*

4

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

37

Total number of students enrolled at the school

616

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.

6

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	233	179	184	0	0	0	0	596	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
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

Monday 8/1/2022

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	0	0	0	0	0	0	229	211	219	0	0	0	0	659
Attendance below 90 percent	0	0	0	0	0	0	84	102	90	0	0	0	0	276
One or more suspensions	0	0	0	0	0	0	50	78	74	0	0	0	0	202
Course failure in ELA	0	0	0	0	0	0	5	24	21	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	17	27	12	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	82	59	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	59	87	81	0	0	0	0	227
Number of students with a substantial reading deficiency	0	0	0	0	0	0	16	26	25	0	0	0	0	67

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	21	20	20	0	0	0	0	61

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	0	0	0	0	0	0	229	211	219	0	0	0	0	659
Attendance below 90 percent	0	0	0	0	0	0	84	102	90	0	0	0	0	276
One or more suspensions	0	0	0	0	0	0	50	78	74	0	0	0	0	202
Course failure in ELA	0	0	0	0	0	0	5	24	21	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	17	27	12	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	82	59	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	59	87	81	0	0	0	0	227
Number of students with a substantial reading deficiency	0	0	0	0	0	0	16	26	25	0	0	0	0	67

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	21	20	20	0	0	0	0	61

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	1	2	3	0	0	0	0	6
Students retained two or more times	0	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	30%	50%	50%				34%	51%	54%
ELA Learning Gains	49%						48%	52%	54%
ELA Lowest 25th Percentile	48%						45%	47%	47%
Math Achievement	39%	36%	36%				39%	55%	58%
Math Learning Gains	60%						58%	57%	57%
Math Lowest 25th Percentile	63%						61%	52%	51%
Science Achievement	25%	52%	53%				24%	47%	51%
Social Studies Achievement	77%	58%	58%				42%	67%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison						
07	2022					
	2019	26%	54%	-28%	52%	-26%
Cohort Comparison		-36%				
08	2022					
	2019	32%	53%	-21%	56%	-24%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	28%	49%	-21%	55%	-27%
Cohort Comparison						
07	2022					
	2019	38%	62%	-24%	54%	-16%
Cohort Comparison		-28%				
08	2022					
	2019	33%	31%	2%	46%	-13%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	22%	47%	-25%	48%	-26%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	67%	-31%	71%	-35%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	63%	22%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

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	39	40	15	49	60	6	43			
ELL	23	42	37	32	53	56	20	74	72		
ASN	83	82		92	100						
BLK	22	43	58	32	65	72	15	56			
HSP	29	49	44	37	56	58	24	86	82		
MUL	50	36		64	83						
WHT	38	57	60	45	61		38	73			
FRL	30	49	47	39	60	62	25	77	82		
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	2	22	32	8	25	27	7	16			
ELL	24	41	46	31	47	50	15	35	75		

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
ASN	62	58		79	69						
BLK	17	20	20	15	31	30	9	29	55		
HSP	31	40	38	33	47	50	25	38	82		
MUL	50			30							
WHT	47	40	46	43	50	36	40	54			
FRL	31	36	33	31	44	43	22	38	75		
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	10	32	31	10	39	54	3	17			
ELL	21	48	52	31	61	68	11	30	54		
ASN	67	77		75	77						
BLK	25	37	30	29	48	61	18	33	45		
HSP	34	49	49	39	61	64	24	43	64		
WHT	42	57	33	46	53	40	27	52			
FRL	33	47	44	38	58	62	23	41	66		

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	44

English Language Learners	
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	89
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	45
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	50
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	58
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	53
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	51
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?

Students struggle with tier 2 vocabulary and lack necessary content background knowledge. Students also lack the necessary skills and strategies to independently and proficiently comprehend complex text.

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

50% of students scored level 1 in ELA.
 20% of students scored level 2 in ELA.
 30% of students were proficient in ELA.
 25% of students were proficient in Science.

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

Students lacked opportunities to speak, listen, read, and write. Students lacked the test taking strategies and stamina. There were few opportunities to review misconceptions.

There needs to be considerable time for teachers to plan with their content area coach; common planning time for teachers to lesson plan. Establish learning pods where teachers are getting weekly PD on learning acceleration; teacher led small group instruction; scaffolding and differentiation; and progress monitoring.

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

Civics was 38% growth in achievement points
 Math 20% growth in learning gains for Bottom Quartile
 Math 16% growth in learning gains
 ELA 14% growth in learning gains for Bottom Quartile
 ELA 13% growth in learning gains

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

The entire school used aggressive monitoring practices to assess and provide feedback to drive instruction.

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

Teachers will plan individually with a content coach to map out lesson where acceleration can take place. They will receive PD on scaffolding, differentiation, and small group instruction on a weekly basis. Teachers will plan in their content PLC to help facilitate where acceleration can occur in their curriculum.

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.

-

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

-

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	50% of our students scored a Level 1
Include a rationale that explains how it was identified as a critical need from the data reviewed.	20% of our students scored a Level 2
	30% of our students scored a Level 3
	The majority of our students cannot independently and proficiently comprehend complex text.

Measurable Outcome:**State the specific****measurable outcome the school plans to achieve.**

35% of our students will score a Level 3 on the Spring 2023 ELA state assessment.

This should be a data**based, objective outcome.****Monitoring:****Describe how this Area of Focus will be monitored for the desired outcome.**

Progress Monitoring Assessments (State)

Benchmark Assessments (Adopted district curriculum)

Standards based in-class assessments

Person responsible for monitoring outcome:

[no one identified]

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

Doug Fisher's curriculum literacy model through StudySync, the district adopted curriculum, which develops background knowledge, academic vocabulary, modeling, close reading, benchmark aligned questioning progressions and differentiation. All these components work toward building fluency and comprehension.

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

StudySync is an evidence based district adopted curriculum as voted on by the adoption committee and teachers.

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. BEST standards training
2. StudySync training
3. Professional Study Day
4. Site based coaching
5. ILT-PLCs-Learning Pods

Person Responsible

Jane Mertens (jane.mertens@hcps.net)

#2. Positive Culture and Environment specifically relating to student attendance and behavior**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 panorama data, only 17% of the population view the behavior of others in a favorable sense. This is a 4% decrease from 2020-2021.

Measurable Outcome:

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

2 measurable outcomes that we would like to improve:

1. How positive or negative is the energy of the school? Increase by 18% to 50%
2. How often do students get into physical fights at your school? This was only 26% favorable and we want to increase this to 60%.

Monitoring:

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

- Monitoring Attendance weekly as members of admin/student services team will be working/monitoring high attendance students.

- Monitoring Behavior of Tier 2/3 students as members of admin/student services team will be working/monitoring the students weekly.

Person responsible for monitoring outcome:

April Gillyard (april.gillyard@hcps.net)

Evidence-based Strategy:

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

Teach students strategies and ways to cope rather than feeling the need to take matters in their own hands (whether this be violently or verbally disrespectful).

Rationale for Evidence-based Strategy:

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

The rationale for selecting this specific strategy is because Social Emotional Learning is already embed in our curriculum. We can continue to build on these foundations that are being taught within the classroom.

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.

School counselor sessions on handling stress and coping strategies

Person Responsible

Brad Brooks (brad.brooks@hcps.net)

Emphasize life/school balance throughout the course of the year.

Person Responsible

Tehia Robinson (tehia.robinson@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 will hold monthly parent information meetings at the end of our SAC meeting. These meetings will consist of parent engagement and involvement strategies along with how to help their child at home. These meetings will be focused on how parents can help their child navigate through school. We have a food pantry and clothes closet on campus for our families to access as needed throughout the school year. We will give the parents an initial survey at the beginning of the year to determine their needs and how we can help fulfill their needs at home and school. We will have four conference nights so the families can engage with our teachers in order to have a clear picture of how their child is doing in school. In addition, each grade level will conduct a parent night in the first nine weeks of school. These meetings will consist of grading expectations, promotion requirements, testing, and field trips/incentives. Our goal is to partner with our parents so they feel like they have a voice in the decisions made at the school.

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

Social Worker- meets with families in need; sponsors clothes closet and food pantry; works with homeless families; provides counseling services to families; monitors attendance referrals
 ESE Specialist- works with students on SEL needs; leads the MTSS/RTI process
 Guidance Counselors- makes sure students are properly scheduled; restorative practices with students; facilitates peer mediations; works with teachers on tier 2 & 3 behavior strategies
 Administration- meets with families to discuss behavior concerns; conducts PD on tier 1 behavior strategies with teachers; supports classroom management techniques; and conducts parent engagement events