Steinbrenner High School

2022-23 Schoolwide Improvement Plan

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Steinbrenner High School

5575 W LUTZ LAKE FERN RD, Lutz, FL 33558

[no web address on file]

Demographics

Principal: Tiffany Ewell

Start Date for this Principal: 7/29/2020

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
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 (67%) 2018-19: A (72%) 2017-18: A (69%)
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.

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5575 W LUTZ LAKE FERN RD, Lutz, FL 33558

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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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.

Steinbrenner High School will be among the top-performing high schools in Florida.

Provide the school's vision statement.

Steinbrenner High School will provide a rigorous course of study for students served in all programs.

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
Ewell, Tiffany	Principal	Oversees all aspects of the school and directs all instruction and support for all stakeholders.
Savino, Jaclyn	Assistant Principal	Oversees all facets of curriculum and instruction.
Clemmons, Holly	Assistant Principal	Attendance, mentoring program
Gerhardt, Ben	Assistant Principal	Discipline
Garcia-Blanchard, Brandi	Assistant Principal	Discipline, busses

Demographic Information

Principal start date
Wednesday 7/29/2020, Tiffany Ewell

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.*
0

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.*
12

Total number of teacher positions allocated to the school
106

Total number of students enrolled at the school
2,455

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

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

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	576	633	617	629	2455
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	102	104	125	411
One or more suspensions	0	0	0	0	0	0	0	0	0	34	70	79	68	251
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	38	0	38
Course failure in Math	0	0	0	0	0	0	0	0	0	16	30	16	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	55	75	59	0	189
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	0	0	0	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	55	75	59	0	189

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	42	70	89	38	239

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	5	0	1	6
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 8/16/2022

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	0	0	0	2527	2527
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	131	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	129	129
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	2527	2527
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	131	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	129	129
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	68%	52%	51%				80%	56%	56%
ELA Learning Gains	55%						60%	54%	51%
ELA Lowest 25th Percentile	40%						52%	41%	42%
Math Achievement	62%	39%	38%				73%	49%	51%
Math Learning Gains	49%						59%	48%	48%
Math Lowest 25th Percentile	46%						52%	45%	45%
Science Achievement	88%	46%	40%				85%	69%	68%
Social Studies Achievement	88%	49%	48%				94%	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	84%	66%	18%	67%	17%

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	94%	73%	21%	70%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	63%	-3%	61%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	57%	20%	57%	20%

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	26	33	33	31	38	43	54	77		96	34
ELL	37	47	46	54	55		65	93		96	50
ASN	81	62		81	60		92	100		100	88
BLK	57	39	38	43	33		79	69		100	67
HSP	60	51	43	51	51	51	81	88		97	73
MUL	63	67	58	61	39		87	86		100	83
WHT	70	55	39	66	49	42	90	88		98	77
FRL	53	47	35	43	45	35	77	74		95	61
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	33	45	35	31	32	33	43	49		92	26
ELL	48	45	55	39	23	30	72	43		96	59

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	85	71		80	47		92	91		100	88
BLK	55	32		34	24		72	53		97	59
HSP	70	58	49	54	27	30	85	70		99	71
MUL	64	50	44	68	33		85			91	80
WHT	74	57	47	66	34	37	85	87		99	75
FRL	64	51	49	46	26	28	72	66		96	55
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	31	43	44	31	41	47	54	68		89	38
ELL	51	42	50	45	41		57			100	40
ASN	92	67		86	64		100	100		100	85
BLK	69	68	56	45	40		67	91		96	28
HSP	76	62	55	69	54	53	85	97		95	57
MUL	90	61		79	79		87	100		100	68
WHT	80	59	51	75	60	52	85	93		96	68
FRL	61	52	46	58	49	48	70	90		89	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
OVERALL Federal Index – All Students	67
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	
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	10
Percent Tested	98%

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	60
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	83
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	58
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	65
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	72
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	67
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	57
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?

In ELA there was a learning loss according to ELA achievement points - points decreased from 73 to 68 from 2021 to 2022. Math points decreased slightly from 63 in 2021 to 62 in 2022. Both Science and Social Studies there was a learning increase. Science increased from an 85 in 2021 to an 88 in 2022, and Social Studies had a significant gain from 82 in 2021 to 88 in 2022.

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

There is a need to increase learning gains points in ELA from 68.

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

Although many site Covid restrictions have been lifted, there continues to be an impact on student learning due to loss of in-person instruction during Covid. Quarantine continued to impact student learning and many students missed school due to illness as well.
Actions to address these factors include: differentiated instruction, ELP, small group learning stations, and consistent informal assessment.

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

Social Studies and Science illustrated the most learning gains based off of assessment reports.

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

Our Social Studies and Science teachers implemented a variety of learning opportunities including scaffolding, tutoring, and interactive notebooks. Teachers did a thorough job of posting lessons and assessments on Canvas to ensure students who missed school were able to remain up to date on content and assignments.

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

Teachers will need to implement scaffolding, differentiated instruction, individual and/or small group tutoring, and strategic seating arrangements. They will need to consistently update Canvas for parents and reach out to parents when students are struggling. Data reflection, walk-throughs, and demonstration classrooms will also enhance practice.

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.

Teach me Tuesdays, learning walks, demonstration classrooms, professional learning communities, cross-curricular planning, backwards design, scaffolding, data reflection, and group debriefing sessions.

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

Scaffolding is a fairly new strategy we will continue to implement as well as backwards design.

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 Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	After reviewing the data on the accountability report from the HCPS assessment and accountability department, and the learning points in ELA from 2021 to 2022, there is a need for consistent rigor and differentiated instruction for ELA students. In 2021 ELA achievement points were 73, and decreased to 68 in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student learning gains in ELA will increase by a minimum of five points from 2022 to 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Baseline testing data at the beginning of the year and mid-year assessment data will be monitored.
Person responsible for monitoring outcome:	Tiffany Southwell (tiffany.southwell@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be encouraged to enroll in ELP, participate in differentiated instruction opportunities, and practice problem solving skills and strategies. Teachers will implement instructional planning tools determined in PLC meetings based on baseline and mid-year assessment data.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Due to learning losses from Covid, students need to be met where they are in order to increase learning in every classroom. Differentiated instruction and scaffolding will be implemented to ensure each student has the opportunities to succeed. Teachers will use data driven instruction and students will receive learning interventions and strategies where there is the greatest need.

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.

Teacher talent developers, administration, and mentors will conduct walk-throughs, lead coaching cycles, and work with professional learning communities to ensure rigorous and accommodative instructional practices are implemented in each classroom and teachers are promoting student readiness for the public postsecondary level by using grade level discussion topics, higher level thinking questions, scaffolding techniques, and rigorous content.

Person Responsible   Calvin Dillon (calvin.dillon@hcps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
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 loss of learning points from 2021-2022 in ELA, there is a need to focus on Foundation Reading Intervention Standards according to Florida's B.E.S.T standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By using strategies aligned with Florida's B.E.S.T standards, students will be able to increase scores by five points on formal ELA assessments (including progress monitoring tools) in areas of paraphrasing content and evaluating text structure. (ELA.12.R.3.2, ELA.12.R.2.1)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Baseline data, informal bi-weekly classroom assessments, and progress monitoring data will be monitored.
Person responsible for monitoring outcome:	Marie Puskas (marie.puskas@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Paraphrasing and analyzing text structure are essential skills when using content in all subject areas, not just ELA. Teachers will implement engaging learning opportunities while utilizing rigorous lessons and collaborative strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As students are required to interact with content instead of "just read" the material assigned, it is imperative they understand how to discuss validity and bias which are evident when analyzing text and text structure. It is also essential for students to be able to paraphrase when discussing content with peers 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.

School leadership employees will conduct walkthroughs to observe students analyzing text structure and paraphrasing when discussing content in small group and large group settings. PLCs meet monthly and common data assessment is reviewed.

Person Responsible	Tiffany Southwell (tiffany.southwell@hcps.net)

#3. Positive Culture and Environment specifically relating to Opportunity for school involvement and inclusion	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When schools shut down for Covid and many students spent the following year learning online, the opportunities for school involvement were limited. Many students missed valuable experiences of working with peers who shared common interests and goals. Now that schools have fully reopened and there are less students learning online, students need to be aware of opportunities where they can collaborate with their peers and be included in interest groups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Club membership and the number of student led initiatives will increase by 10% from 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Club membership will be monitored as well as participation in student led initiatives including ICC, UNITY, and Student government.
Person responsible for monitoring outcome:	Tiffany Southwell (tiffany.southwell@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students in leadership positions will encourage peers to explore opportunities for inclusion around campus, and solicit student feedback pertaining to new clubs and organizations where there is student interest.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	There is a relationship between inclusion, positive environments, and academic performance. When students feel a sense of belonging and autonomy in their academic environment, it promotes inclusion and confidence.

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.

Student leadership groups will be present during club rush, the lunchroom (to circulate and talk to students), and monthly leadership meetings. They will report findings from students about opportunities for

new interest groups to work towards inclusive opportunities for all students on campus. Teachers and students will promote clubs and interest groups and direct students to resources to help them become involved based on their interests.

Person Responsible   Tiffany Southwell (tiffany.southwell@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.

Our school identifies opportunities to celebrate student achievements, cultural backgrounds, and talents. Teachers foster safe learning environments, while implementing structure and consistency so students feel comfortable and know what to expect as well as what is expected from them. Faculty and staff celebrate accomplishments and differences and look for ways to increase student involvement based on a wide range of students abilities and talents.

Our CTE program provides students with opportunities to work together in culinary, athletic training, STEM, computer certifications, and veterinary assisting. Students have the ability to explore a variety of post-secondary institutions and careers with our career specialist, and can join clubs and student organizations. We have the "Warrior of Worth" program where students are recognized for promoting a positive academic and social environment.

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

Our stakeholders include: parents, students, staff, faculty, administration, community partners, and community members. Our PTSA is consistently involved with students, staff, and parents, and our SAC committee works towards attaining our academic and social goals. Parents frequently volunteer and are part of school decision making and activities. All stakeholders believe in what is best for students and the community, and work towards creating a safe environment where every student feel included and recognized.