

Duval County Public Schools

# Ortega Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

<http://www.duvalschools.org/ortega>

## Demographics

**Principal: Shannon Rose Hammond**

Start Date for this Principal: 6/23/2017

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>KG-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: B (61%)<br>2018-19: A (64%)<br>2017-18: C (52%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Northeast  |
| <b>Regional Executive Director</b>   | <a href="#">Cassandra Brusca</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## School Board Approval

This plan is pending approval by the Duval 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

<http://www.duvalschools.org/ortega>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>KG-5                        | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 75%  |

### School Grades History

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

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<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.

Mission Statement: Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths, exhibit their knowledge and achieve academic success.

#### Provide the school's vision statement.

Vision Statement: Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of ALL students.

### 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 |
|----------------------|---------------------|---------------------------------|
| Rose-Hamann, Shannon | Principal           |                                 |
| Fraley, Kenneth      | Assistant Principal |                                 |
| Noll, Mary           | Reading Coach       |                                 |
| Farjian, Marie       | School Counselor    |                                 |

### Demographic Information

#### Principal start date

Friday 6/23/2017, Shannon Rose Hammond

**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.*

17

**Total number of teacher positions allocated to the school**

20

**Total number of students enrolled at the school**

324

**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.

4

## 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                              | 55          | 56 | 53 | 66 | 52 | 64 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 346   |
| Attendance below 90 percent                              | 1           | 25 | 14 | 29 | 16 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 106   |
| One or more suspensions                                  | 0           | 0  | 0  | 1  | 1  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 4     |
| Course failure in ELA                                    | 0           | 0  | 0  | 0  | 2  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |
| Course failure in Math                                   | 0           | 0  | 0  | 0  | 1  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 3  | 8  | 18 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 29    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 0  | 6  | 15 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 21    |
| Number of students with a substantial reading deficiency | 0           | 13 | 24 | 34 | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 71    |
|  | 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           | 12 | 20 | 30 | 6 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 80    |

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 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

Date this data was collected or last updated

Thursday 6/23/2022

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



| Indicator  | Grade Level |    |    |    |    |    |   |   |   |   |    |    |    | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|  | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 45          | 55 | 62 | 49 | 59 | 61 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 331   |
| Attendance below 90 percent                              | 0           | 21 | 25 | 16 | 22 | 25 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 109   |
| 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           | 11 | 27 | 22 | 19 | 43 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 122   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 16 | 35 | 22 | 23 | 33 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |

**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                              | 45          | 55 | 62 | 49 | 59 | 61 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 331   |
| Attendance below 90 percent                              | 0           | 21 | 25 | 16 | 22 | 25 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 109   |
| 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           | 11 | 27 | 22 | 19 | 43 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 122   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 16 | 35 | 22 | 23 | 33 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |

## 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             | 44%    | 50%      | 56%   |        |          |       | 52%    | 50%      | 57%   |
| ELA Learning Gains          | 57%    |          |       |        |          |       | 55%    | 56%      | 58%   |
| ELA Lowest 25th Percentile  | 58%    |          |       |        |          |       | 60%    | 50%      | 53%   |
| Math Achievement            | 71%    | 48%      | 50%   |        |          |       | 63%    | 62%      | 63%   |
| Math Learning Gains         | 76%    |          |       |        |          |       | 77%    | 63%      | 62%   |
| Math Lowest 25th Percentile | 78%    |          |       |        |          |       | 71%    | 52%      | 51%   |
| Science Achievement         | 45%    | 59%      | 59%   |        |          |       | 68%    | 48%      | 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 | 44%    | 51%      | -7%                        | 58%   | -14%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 53%    | 52%      | 1%                         | 58%   | -5%                     |
| Cohort Comparison |      | -44%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 47%    | 50%      | -3%                        | 56%   | -9%                     |
| Cohort Comparison |      | -53%   |          |                            |       |                         |

| 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 | 44%    | 61%      | -17%                       | 62%   | -18%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 57%    | 64%      | -7%                        | 64%   | -7%                     |
| Cohort Comparison |      | -44%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 67%    | 57%      | 10%                        | 60%   | 7%                      |
| Cohort Comparison |      | -57%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 63%    | 49%      | 14%                        | 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                                       | 33       | 50     |             | 53        | 79      |              | 20       |         |           |                   |                     |
| ELL                                       | 25       | 38     |             | 67        | 92      |              |          |         |           |                   |                     |
| BLK                                       | 42       | 65     | 65          | 63        | 73      | 79           | 41       |         |           |                   |                     |
| HSP                                       | 34       | 42     |             | 71        | 84      |              |          |         |           |                   |                     |
| MUL                                       | 58       |        |             | 92        |         |              |          |         |           |                   |                     |
| WHT                                       | 50       | 55     |             | 76        | 72      |              | 57       |         |           |                   |                     |
| FRL                                       | 35       | 57     | 62          | 67        | 81      | 89           | 38       |         |           |                   |                     |

| 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                                       | 30       | 50     |             | 48        | 50      |              |          |         |           |                   |                     |
| ELL                                       | 28       |        |             | 59        |         |              |          |         |           |                   |                     |
| BLK                                       | 45       | 44     |             | 57        | 69      |              | 37       |         |           |                   |                     |
| HSP                                       | 52       |        |             | 63        |         |              |          |         |           |                   |                     |
| WHT                                       | 71       |        |             | 87        |         |              |          |         |           |                   |                     |
| FRL                                       | 49       | 52     |             | 67        | 70      |              | 48       |         |           |                   |                     |
| 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                                       | 23       | 50     | 56          | 53        | 75      | 75           | 50       |         |           |                   |                     |
| ELL                                       | 30       |        |             | 30        |         |              |          |         |           |                   |                     |
| BLK                                       | 48       | 68     | 69          | 57        | 77      | 81           | 57       |         |           |                   |                     |
| HSP                                       | 50       | 35     |             | 55        | 62      |              | 77       |         |           |                   |                     |
| WHT                                       | 61       | 56     |             | 75        | 89      |              | 85       |         |           |                   |                     |
| FRL                                       | 45       | 56     | 65          | 55        | 73      | 74           | 61       |         |           |                   |                     |

### 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  | 61  |
| 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 | 60  |
| Total Points Earned for the Federal Index                                       | 489 |
| Total Components for the Federal Index  | 8   |
| Percent Tested  | 99% |
| 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                                       | 56  |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO  |

| English Language Learners  |     |
|--|-----|
| 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   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 61  |
| 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  | 58  |
| 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   | 75  |
| 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   | 62  |
| 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                                | 63 |
| 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 trends that emerge across grade levels are reading proficiency needs to increase in grades 3-5, and we need to increase science proficiency in grade 5.

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

The greatest need for improvement will be ELA proficiency and Science proficiency.

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

We were providing intense support and remediation to the students in our lowest performing quartile but the remaining students did not receive the same level of remediation which could be a contributing factor to the decline. However, all student did receive a daily reading intervention in small group setting.

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

The component that showed the most improvement was Math proficiency and math gains of the lowest 25th percentile.

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

The contributing factors to this improvement were that the school administration, teachers, and paras were providing intensive support and remediation to the students in our lowest performing quartile. In addition school faculty members also implemented Ortega Outreach, a Saturday tutoring session which was held monthly in the apartment complex zoned for the school.

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

We will need to implement the following strategies in order to accelerate learning:

- Leveled Literacy Instruction for guided reading for all students
- Fluency practice for all students
- Benchmark Advance training for K-5 teachers
- Teachers will create assignments and assessments that are well aligned with the FAST assessment.
- Explore Learning for all students

**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.**

We will conduct weekly common planning sessions for each grade level. During common planning teachers will work with an administrators and or coach to plan for strategic instruction, with an emphasis on standard based assignments and assessments.

Teachers providing tier three interventions will participate in professional development in order to receive their reading endorsement.

Teachers working with B.E.S.T standards will receive B.E.S.T standard training.

Teachers implementing Benchmark advanced curriculum will receive Benchmark Advance training.

The school reading coach will design and implement a professional development plan which will include book studies, lesson studies, and coaching cycles.

All teachers will create an Individualized Professional Development Plan and work with the school administration to complete the plan. The goal of the IPDP is for each teacher to receive the professional development needed to improve students' academic performance.

Explore Learning professional development provided to the teachers

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

We will invest in the whole child by establishing strong relationships with the children and their families.

Ensure highly qualified teachers are providing differentiated instruction.

One School, One Book allows every family in the school to read and discuss the same book. This program instills a love of reading and learning within our school community.

Math Acaletics ensures students are mastering grade level math standards. If we continue using Acaletics with fidelity, our math achievement and learning gains will continue to improve.

We will continue to utilize funding to purchase interactive monitors for classrooms use.

We will be using Explore Learning

We will be utilize store room supplies and resources for students that may not have access to them otherwise

### **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 Standards-aligned Instruction****Area of Focus Description and Rationale:**

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

Our standards walkthrough tool shows that we have shown improvement in teacher/student use of standards, standards based instruction, and standard based assessments. Learning would be maximized through more frequent use of standards aligned assessments.

**Measurable Outcome:**

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

90% or more of our core content teachers will use assessments that are fully aligned to standards. Assessments should determine mastery and contain the learning arc and FSA alignment.

**Monitoring:**

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

School administrators will conduct several standards-based walk throughs each week, use the standards walk through tool to record data, and work with teachers to implement next steps.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

Teachers, reading coach, and the school administrators will work together during common planning and/or PLC's to review, create, and/or vet standards based assessments.

**Rationale for Evidence-based Strategy:**

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

We must ensure that assessments are aligned to the standards in order to determine instructional next steps. Students must be prepared to the FAST assessments. Student assessments should provide data to determine if the students are on track to demonstrate mastery of the standard.

**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.

Train teachers on SIP (School Improvement Plan) and SBI (Standards Based Instruction) requirements, and review 2022 data.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Frequent collaboration and discussion around the SBI with the school leadership team, to ensure administrators share common definitions, evidence, and expectations across the school.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Create standard aligned lesson and assessments during common planning.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Schedule trainings as needed around learning arcs and standards based instruction and assessments.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Utilize the standards walkthrough tool to observe classrooms, provide feedback to teachers, and plan professional development for continuous improvement.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)



Participate in continuous professional development to ensure success.

**Person Responsible** Shannon Rose-Hamann (roses1@duvalschools.org)

## #2. 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.

Our students must be proficient in order to excel in other subjects and be prepared for success in college, a career, and life.

### Measurable Outcome:

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

If we implement rigorous, differentiated, data driven instruction in every classroom, then our proficiency, learning gains, and bottom quartile learning gains will improve in all academic areas.

### Monitoring:

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

Small group intensive remediation will be given to 5th grade students.

All teachers will teach science daily

**Person responsible for monitoring outcome:**

[no one identified]

### Evidence-based Strategy:

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

Intensive remediation and effective intervention implementations in all grade levels will be required in order to improve our science proficiency. Science will be taught daily in grade K-4 and standard based assessments will be utilized in 5th grade.

### Rationale for Evidence-based Strategy:

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

### 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 5th grade teachers will monitor and assess science achievement progress.

**Person Responsible** Kenneth Fraley (fraleyjrk@duvalschools.org)

Small group intensive remediation will be given in class.

**Person Responsible** Kenneth Fraley (fraleyjrk@duvalschools.org)

Students will participate in data chats to set science goals.

**Person Responsible** Kenneth Fraley (fraleyjrk@duvalschools.org)

Teachers will collaboratively plan science instruction during weekly common planning meetings with a focus on standards-based science, tasks and assessments

**Person Responsible** Kenneth Fraley (fraleyjrk@duvalschools.org)

**#3. Positive Culture and Environment specifically relating to School Climate****Area of Focus Description and Rationale:**

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

If we develop a positive relationship between faculty, staff, students, and stakeholders then our school culture will improve and academic performance will improve in all areas.

**Measurable Outcome:**

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

ELA Achievement-55%  
Math Achievement-75%  
Science Achievement-60%

**Monitoring:**

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

This will be monitored through PMA scores, Achieve 3000, I-Ready scores, Live School points, and school climate surveys.

**Person responsible for monitoring outcome:**

Shannon Rose-Hamann (roses1@duvalschools.org)

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

Teachers will designate time each day for implementing Calm Classroom, emphasizing out Guidelines for Success and monthly character trait, monthly green parties, implement Wellness Wednesday lessons, and utilizing Live School and working closely with school guidance counselor to meet all students needs.

**Rationale for Evidence-based Strategy:**

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

The district places a strong emphasis on building relationships with the students, their families, and the community. If we have a strong relationship with the students, their families, and the community then the students proficiency will increase.

**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.

Teachers will be trained in Calm Classroom and will implement the program.

**Person Responsible**

Kenneth Fraley (fraleyjrk@duvalschools.org)

The school guidance counselor will teach character lessons to each class, and students exhibiting those character traits will be honored during monthly Friday Flag Raising.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Faculty and staff will mentor the students who could benefit from a mentor.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

Teachers will provide time and opportunities for children to develop strong, positive relationships with adults.

**Person Responsible**

Shannon Rose-Hamann (roses1@duvalschools.org)

All students and teachers will participate in Wellness Wednesdays, which includes 30 minutes of instruction.

Instruction provided to elementary students consists of interpersonal skills and character education.

**Person Responsible** Shannon Rose-Hamann (roses1@duvalschools.org)

LiveSchool will be purchased and utilized; as a positive school culture will yield positive student behavior. The LiveSchool rubric will give teachers a consistent framework for recognizing and rewarding students success.

**Person Responsible** Shannon Rose-Hamann (roses1@duvalschools.org)

**#4. Instructional Practice specifically relating to ELA****Area of Focus  
Description and****Rationale:**

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

Our students must be proficient readers in order to excel in other subject areas and to eventually be prepared for success in college or a career, and life.

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

Our school administration will design, monitor and assess reading achievement progress and provide professional development and coaching for teachers. We plan to increase our reading achievement to 55 percent.

All students in grades 3-5 will receive targeted small group instruction. All families will participate in the One School One Book program. Materials will be purchased and utilized to support students for tutoring, remediation, and enrichment. Materials include but are not limited to interactive carts and monitors, computers, Raz Kids, Reflex Math, LLI kits, series books, scholastic books, and novel sets.

Our school leadership team will design, monitor and assess reading achievement progress and provide professional development and coaching for teachers. We plan to increase our reading achievement to 55 percent.

A reading interventionist will provide remediation and interventions to students performing below grade level.

A tutor will work for five hours each day to provide remediation for students.

A paraprofessional will provide reading enrichment and remediation for students.

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

A parent liaison will work to build strong relationships with families and stakeholders and work with community, business and faith-based partners to secure resources and minors for students which will transfer to an increase in students reading proficiency.

All K-2 students will participate in Reading Mastery. Teachers will be trained and will implement the program correctly and with fidelity, and data collection and analysis will occur during common planning sessions.

LLI (Leveled Literacy Instruction) will be used with select students in grades K-5.

All students in grades 3-5 will receive targeted small group instruction.

All families will participate in the One School One Book program.

Materials will be purchased and utilized to support students for tutoring, remediation, and enrichment. Materials include but are not limited to interactive carts and monitors, computers, Raz Kids, Reflex Math, LLI kits, series books, scholastic books, and novel sets.

**Person responsible for monitoring outcome:**

[no one identified]

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

Intensive remediation and effective interventions implementation in all grade levels will be required in order to improve our reading proficiency. Benchmark Advance and LLI will be used in grades K-2; LLI, Benchmark Advance, and standards based assessments will be utilized in grades 3-5. Progress will be monitored through state, district, and school-based assessments.

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

Frequent progress monitoring will ensure our students reading below grade level make sufficient progress throughout the year.

### 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 school leadership team will monitor and assess reading achievement progress as well as provide professional development and coaching for teachers.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Tutors, administration, a reading interventionist, and paraprofessionals will work with small groups of students and assist teachers in order to implement interventions, enrichment opportunities, and remediation for students.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Teachers will be trained to effectively implement the Benchmark Advance curriculum, and school administration will monitor this regularly.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

The school will participate in "One School, One Book" which allows for all families to receive and read the same book.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Classroom libraries will be well utilized and well organized to provide appealing, interesting, and appropriate books for students with easy access.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Students will participate in data chats to set reading goals.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Teachers will collaboratively plan core reading instruction during weekly common planning meetings with a focus on standards-based reading, tasks and assessments.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

Students will read grade-level fluency passages weekly both in school and at home and teachers will monitor student progress and provide additional support as needed.

**Person Responsible** Mary Noll (nollm@duvalschools.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

The goal is for students to read on grade level. Less than 50% of students in grades 3-5 are reading on grade level; therefore it is necessary to improve ELA instructional practices for grades K-2.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Students will score a 3 or higher on the FAST Assessment. Reading proficiency for grades 3-5 was 44%.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

We will be taking the I-Ready assessment in grades K-2 and the data will be closely monitored by the administration and the Reading Coach.

**Grades 3-5: Measureable Outcome(s)**

We will be taking the Progress Monitoring Assessment in grades 3-5 and the data is going to be closely monitored by the administration and the Reading Coach.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

After each Progress Monitoring Assessment or the I-Ready Reading diagnostic is given the leadership team and teacher will meet to discuss the students data and make a plan to help assist the students that are struggling in class. This support might include small group intensive instruction, invite to tutoring, or doing Tier 2 or Tier 3 interventions with the students.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Rose-Hamann, Shannon, roses1@duvalschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will be using Benchmark Advance for grade K-5, and it is aligned to the B.E.S.T. ELA standards.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

These are the district provided programs and this is only the second year of implementation for grade K-2 and it is the first year of implementation for grades 3-5.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



| Action Step   | Person Responsible for Monitoring              |
|---|--|
| Professional learning/Literacy Coaching opportunities will be given to all teachers and professional development will be given by our reading coach and other district Reading specialist. For grades 3-5 we are going to dive into the new material and talk about each piece. We will also communicate and discuss the the rest of the reading system and see what is working well and what is not working well. As a group we can come up with some suggestion on how we can help the teacher with the implementation of the new reading curriculum. | Noll, Mary,<br>nollm@duvalschools.org          |
| Assessments will be monitored closely and their will be in depth conversations on the results of those test. We will examine the data in great detail and try and determine what may need to change for the next testing and which students may need extra support before the next testing.   | Fraley, Kenneth,<br>fraleyjrk@duvalschools.org |

### 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.

Ortega Elementary is a Museum Studies Magnet, which means that we partner with area museums to give our students a hands-on, mind-on learning experience. All students visit at least one museum during the school year, and twice per year we transform our school into a museum and invite parents, families, and other community stakeholders to visit. In addition to our Museum Exhibit Nights, we host several family involvement events including Pastries with Parents, Literacy Night, One School One Book, Math and Science Night, Orientation, Open house, and conferences.

This year we plan to have regular coffee chat meetings with our ESOL families. Furthermore, we hold a "First Friday Flag Raising" each month which gives us an opportunity to come together and celebrate as a community. We recognize all students/ birthdays, celebrate students who are exhibiting our character trait of the month, celebrate bus safety, and distribute various awards during our flag raising ceremonies. We also have an active SAC and PTA to help support our school improvement initiatives and meet students' needs. Our teachers and staff members work hard to build and maintain strong, positive relationships with our families as well as our business, community, and faith based partners.

In 2023 we will celebrate our Centennial! Ortega Elementary opened in 1923. We are excited to invite our school community to celebrate our school.

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



The school administrators will promote a positive culture and environment at the school by being positive role models for the faculty, staff, students, parents, and other community members, and planning monthly teacher recognition or rewards to boost staff morale.

The school leadership team members will promote a positive culture and environment at the school by being positive role models for the faculty, staff, students, parents, and other community members, analyzing our 5 Essentials Data, and creating a plan for maintaining/improving our culture, climate and environment.

The teachers and staff members will promote a positive culture and environment at the school by being positive role models, establishing strong relationships with students, embracing the school theme, utilizing LiveSchool for student incentives, utilizing Dojo to establish strong communication, and participating in events outside of school. Furthermore, all faculty and staff members will participate in at least one school committee (Sunshine, PBIS, or Museum) to maintain/improve school culture.

The PTA will promote a positive school culture and environment at the school by working with the school and community leaders to make the school a positive culture and environment, participating in school events, planning Teacher Appreciation Week, and holding fundraisers to support our students.