

Broward County Public Schools

Indian Ridge Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Indian Ridge Middle School

1355 S NOB HILL RD, Davie, FL 33324

[no web address on file]

Demographics

Principal: Ian Murray

Start Date for this Principal: 9/1/2018

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
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: B (61%) 2018-19: A (63%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Indian Ridge Middle School

1355 S NOB HILL RD, Davie, FL 33324

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>45%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>65%</p>

School Grades History

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

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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.

We the staff of Indian Ridge Middle School are committed to the premise that educators, as agents of change in conjunction with the parents, business, and its community members will collaborate to foster the well bring of our students and develop highly technologically informed, self directed, life-long learners each with unique talents who actively participate in their own educational process.

Provide the school's vision statement.

We the staff of Indian Ridge Middle School are committed to the premise that educators, as agents of change in conjunction with the parents, business, and its community members will collaborate to foster the well bring of our students and develop highly technologically informed, self directed, life-long learners each with unique talents who actively participate in their own educational process.

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
Murray, Ian	Principal	Operations of the school and school/learning of students.
Birke, Karen	Assistant Principal	Student discipline, school operations, transportation, 8th-grade Assistant Principal
Ortiz, Irene	Assistant Principal	Oversees the 6th-grade students, student discipline, and school operations
Malca, David	Assistant Principal	Oversees the 7th grade students, facilities, and school operations
Donovan, Christine	School Counselor	Guidance coordinator and 6th grade counselor
Cabrera, Adrienne	School Counselor	7th grade counselor
Esposito, Gina	Teacher, K-12	ELA Department Head
Vincent , Natalie	Teacher, K-12	Math Department Head
Sterling, Dionne	Teacher, K-12	Classroom ELA Teacher, SEL Liaison, and SAC Co-Chair
Verma, Usha	Teacher, K-12	Science Department Head
Nortmann, Nicole	Teacher, K-12	Social Studies Department Head
Cohen, Melanie	School Counselor	8th Grade Guidance Counselor
Grasso, Carla	Reading Coach	Literacy Coach

Demographic Information

Principal start date

Saturday 9/1/2018, Ian Murray

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

2,018

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

10

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

13

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	707	673	701	0	0	0	0	2081
Attendance below 90 percent	0	0	0	0	0	0	99	141	142	0	0	0	0	382
One or more suspensions	0	0	0	0	0	0	44	66	73	0	0	0	0	183
Course failure in ELA	0	0	0	0	0	0	13	27	17	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	22	8	37	0	0	0	0	67
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	118	155	124	0	0	0	0	397
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	156	149	110	0	0	0	0	415
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	46	32	0	0	0	0	131

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	128	162	132	0	0	0	0	422

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	4	4	3	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	3	3	3	0	0	0	0	9

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	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	0	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	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	0	0
	0	0	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	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	0	0
Students retained two or more times	0	0	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	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	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	0
	0	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	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	0
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	62%	54%	50%				69%	57%	54%
ELA Learning Gains	55%						61%	57%	54%
ELA Lowest 25th Percentile	40%						45%	48%	47%
Math Achievement	63%	41%	36%				76%	60%	58%
Math Learning Gains	71%						66%	58%	57%
Math Lowest 25th Percentile	57%						51%	49%	51%
Science Achievement	54%	52%	53%				63%	49%	51%
Social Studies Achievement	75%	63%	58%				83%	71%	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	66%	57%	9%	54%	12%
Cohort Comparison						
07	2022					
	2019	63%	55%	8%	52%	11%
Cohort Comparison		-66%				
08	2022					
	2019	72%	59%	13%	56%	16%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	58%	14%	55%	17%
Cohort Comparison						
07	2022					
	2019	72%	53%	19%	54%	18%
Cohort Comparison		-72%				
08	2022					
	2019	69%	45%	24%	46%	23%
Cohort Comparison		-72%				

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	53%	43%	10%	48%	5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	71%	12%	71%	12%
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	100%	61%	39%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	56%	43%	57%	42%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	28	42	35	27	53	42	26	43	41		
ELL	40	50	45	45	65	55	30	56	55		
ASN	69	55	47	76	90	90	56	83	84		
BLK	54	55	41	52	64	51	34	75	68		
HSP	57	54	41	57	68	58	50	71	69		
MUL	65	61		58	68		56	83			
WHT	69	57	37	72	75	53	61	78	78		
FRL	53	51	42	53	66	54	45	68	62		
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	25	28	23	24	24	19	13	39	41		
ELL	44	45	29	43	32	27	28	58	54		

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	78	72	53	79	50		77	75	72		
BLK	58	49	29	46	33	27	45	72	44		
HSP	55	48	32	48	29	21	39	66	44		
MUL	67	63		57	38		60		64		
WHT	68	54	29	65	35	21	65	75	57		
FRL	52	46	30	45	29	21	38	63	43		

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	29	42	33	38	52	44	28	60	25		
ELL	43	58	53	55	63	52	44	61	31		
ASN	82	66	50	90	74	50	82	91	86		
BLK	60	48	42	71	60	44	42	86	47		
HSP	62	60	48	70	66	53	53	79	45		
MUL	71	64		71	70	60	73	81			
WHT	74	63	41	82	66	48	72	86	56		
FRL	59	57	46	67	62	46	52	76	40		

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	61
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	61
Total Points Earned for the Federal Index	612
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	50
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	72
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	55
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	65
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	64
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data discussed will reflect the 2021-22 academic school year. The data component that showed the lowest performance for Indian Ridge is ELA lowest 25th percentile. Some contributing factors to last year's low performance are lack of shared practices across disciplines, collaboration between PLCs, and variation/ differentiation in teaching practices over the years. As a result of instructional practices not adapting to meet the needs of these diverse learners; our ELA lowest 25th percentile has slowly declined over the last 3 years.

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

The data discussed will reflect the 2021-22 academic school year. ELA learning gains was the data component that showed the greatest decline from the previous year. The factors that contributed to this decline are lack of of shared practices across disciplines, collaboration between PLCs, and variation/ differentiation in teaching practices over the years.

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

The data discussed will reflect the 2021-22 academic school year. The factors that contributed to this decline are lack of of shared practices across disciplines, collaboration between PLCs, and variation/ differentiation in teaching practices over the years.

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

The data discussed will reflect the 2021-22 academic school year. The data component that had the greatest improvement when compared to the state average was Social Studies achievement.

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

The factors that contributed to this achievement are the use of district and state resources in instructional practices, collaboration among colleagues, and shared practices in PLCs.

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

1. Lowest 25th percentile in Math and ELA
2. Data Analysis

- 3. PLCs
- 4. Social Emotional Learning (SEL)

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.

Social and Emotional Learning (SEL), project based learning, and other subject and technology specific district opportunities.

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

Behavioral and academic progress monitoring, RTI support, and district initiatives.

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

The data discussed will reflect the 2021-22 academic school year. As per our school's three year trend data the lowest 25th percentile in ELA has been slowly declining.

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

By June 2023, SWD students will be at a rate of or above 41% FPPI. Additionally, in June 2023 the lowest 25th percentile in ELA will increase from 40% to 45% as evidenced by the FAST ELA assessment. Also, the lowest 25th percentile in Math will increase from 57% to 59% as evidenced by the FAST Math assessment.

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

Evidence-based strategies we plan to use are data analysis through Profession Learning Committees (PLCs).

Person responsible for monitoring outcome:

Karen Birke (karenbirke@browardschools.com)

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

We plan to discuss and drive instruction based off of Common Formative Assessment (CFAs) results. Remediation and enrichment will take place after the CFA in order to make sure the students understand the skill/ standard or receives more challenging practice (enrichment) if it is evident that the student shows proficiency on the skill/ standard.

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

Data analysis is the most effective measurable tool used for instruction, remediation, and enrichment. The level of evidence is the lowest 25th percentile which was determined by the Math and ELA FSA assessments.

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.

Our action steps include our ongoing development of PLCs (collaboration across disciplines and grade level) and data driven chats with department heads and teachers. Additionally, analysis of CFA data and looking at trends in order to provide appropriate remediation or enrichment.

Person Responsible

Ian Murray (ian.murray@browardschools.com)

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 builds a positive school culture and environment for all stakeholders by ensuring equity of voice in the development of a shared school-wide vision, mission, values, and goals. For example, we clearly communicate SAC/ faculty/ grade-level meeting and PLCs. We encourage the use of "safe language" developed by SEL team and stakeholders. Our aim is to create a school climate where learners feel safe to ask for help when facing adversity. Additionally, adult learners work collaboratively to create a rich and rigorous learning experience for all students.

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

Our in-house SEL team will provide training to staff to develop a standard level of competency for reengagement strategies. In doing so, high expectations are established for all stakeholders as they work collectively to build learning capacity to impact student achievement. Additionally, as part of the Positive Behavior Interventions and Support Systems (PBIS), we use ROAR (Respect, Ownership, Attitude, and Responsibility). Staff give tickets to students who are caught demonstrating good/ positive behavior. The purpose of this program is to establish a schoolwide culture of recognizing and rewarding good behavior. Encouraging students to adopt a mindset of doing what is right. When other students notice their peers being rewarding for good behavior will hopefully motivate them to do the same.