Stonewyck Elementary

2022-23 Schoolwide Improvement Plan

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Stonewyck Elementary

3001 STONEWYCK STREET, Orlando, FL 32824

[no web address on file]

Demographics

Principal: Lee Parker
Start Date for this Principal: 2/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year

Grade

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Parker, Lee	Principal	The Principal will be responsible for cultivating, shaping and ensuring rigorous academic goals are set for all staff and students. The Principal will problem solve, coach and build capacity in staff to create a positive and effective school culture. The Principal will identify and monitor gaps in instructional practices and provide support in order to assure the school's mission and vision are achieved.
Maneri, Brenda	Curriculum Resource Teacher	Support teachers, textbooks, testing coord., discipline contact, field trips, principal designee, supervision duties
Djak, Nikki	Instructional Coach	Lead Mentor, teacher coaching/support, PNPA contact, interns, student small group support, supervision duties, PD points, college volunteers, school wide data analysis
Austin, Tasha	School Counselor	Guidance lessons, small group/indiv counseling, SEDNET, Safety Matters, safety patrols, supervision duties, TAT meetings, homeless/foster care liason
Fitzpatrick, Kristin	Staffing Specialist	Staffing and ESE compliance, 504 contact, POPI schedules, teacher support, student support, gifted screenings,
Quinones Viruet, Ruben	ELL Compliance Specialist	ELL compliance, entry/exit/extension meetings, MPLC, FTE schedules in Skyward, student discipline assistance, ACCESS/IPT testing, student supervision
Burgoon, Rebecca	Instructional Media	Run media center, literacy committee, TV studio, student supervision
Switzer, Julie	Teacher, K-12	Provide T3 interventions, manage school wide MTSS process, student supervision, 3rd grade portfolios and good cause

Demographic Information

Principal start date
Tuesday 2/8/2022, Lee Parker

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective
Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.
5

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
612

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
36

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													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	115	108	89	95	102	0	0	0	0	0	0	0	61
Attendance below 90 percent	2	41	26	19	21	24	0	0	0	0	0	0	0	13
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	0	15	18	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	17	18	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	10	8	0	0	0	0	0	0	0	18
	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 wl 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	14	15	0	0	0	0	0	0	0	29

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	1	0	0	1	0	0	0	0	0	0	0	2
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

Saturday 7/30/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
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	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	Stat
ELA Achievement		56%	56%					57%	57%
ELA Learning Gains								58%	58%
ELA Lowest 25th Percentile								52%	53%
Math Achievement		46%	50%					63%	63%
Math Learning Gains								61%	62%
Math Lowest 25th Percentile								48%	51%
Science Achievement		61%	59%					56%	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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
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 & Acc 2020-

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 & Acc 2019-

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 & Acc 2017-

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Stonewyck Elementary is beginning its inaugural year for Orange County Public Schools.

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

Inaugural Year

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

Inaugural Year

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

Inaugural Year

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

Inaugural Year

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

Differentiated small group instruction along with co-teaching strategies via coach and/or interventionist will be utilized to accelerate learning.

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.

Professional development in the areas of engagement, social and emotional learning, differentiation of content, acceleration of content, small group instruction and co-teaching will need to be planned and implemented during this inaugural year.

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

Tutoring opportunities will be provided once a data review has occurred for the students attending this new schoo

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 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.	Providing teachers with professional development in standards-aligned instruction for the B.E.S.T. Standards along with the tools to assist with instructional practices will increase student exposure to rigorous content and ensure equitable learning for all students. Through differentiation and intentional planning, our teachers will work to close the gap between our exceptional education students and their general education peers as well as ensure all students are exposed to rigorous standards-aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Once initial data has been interpreted, the plan will be to reduce the achievement gap between the exceptional education and general education students by 3%. Overall ELA proficiency and math proficiency for fourth and fifth grades will increase by 3% when comparisons of the 21-22 data are made to the 22-23 data. .... For the 2022-2023 school year, - overall ELA proficiency for 4th grade will increase 3% from 54 percentile points to 57 - overall Math proficiency for 4th grade will increase 3% from 62 percentile points to 65 - overall ELA proficiency for 5th grade will increase 3% from 68 percentile points to 71 - overall Math proficiency for 5th grade will increase 3% from 71 percentile points to 74
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of standards-aligned instruction, will take place through classroom walk through data, weekly PLC meetings and review of common assessment data. Monitoring of our ESE student's data and academic proficiency will take place through data discussions focusing on the achievement of our identified ESE students.
Person responsible for monitoring outcome:	Lee Parker (lee.parker@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy	General education teachers will collaborate with Tier III teachers, academic coaches and special education teachers to exchange and share resources that serve students with exceptionalities while maintaining a focus on the measurable outcomes. The collaboration will also include maximizing resources to increase capacity in instructional practices in all classrooms as well as ensure equity in grade levels.

being implemented for this Area of Focus.

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

Students have a variety of needs that range from Tier II and Tier III support to those requiring enrichment.
Intervention and targeted small groups will be essential parts of instruction. Improved collaboration between all stakeholders will lead to continued improvement between achievement in subgroups and overall proficiency.

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 leadership team will maintain an intense focus on Tier I instruction and the tiered systems of support provided all students with a focus on exceptional education students and closing the achievement gap.

Person Responsible Lee Parker (lee.parker@ocps.net)

Administration will structure Professional Developments (PDs) to provide teachers with education on differentiation effect size and research-based tools.

Person Responsible Lee Parker (lee.parker@ocps.net)

All teachers will use academic vocabulary and academic discourse to increase student proficiency in all subject areas.

Person Responsible Lee Parker (lee.parker@ocps.net)

Teachers will analyze summative and formative data in all academic areas to adjust differentiation to student needs.

Person Responsible Lee Parker (lee.parker@ocps.net)

Teachers will provide targeted instruction for intervention and enrichment.

Person Responsible Lee Parker (lee.parker@ocps.net)

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Sustain a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school sustains our culture for social and emotional learning, we will address the following school needs: increase attendance percentage (tardies), increase time engaged with standards aligned instruction, increase student participation in rigorous academic conversation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of students with one early warning indicator will be reduced by 5% and the student with two or more early warning indicators will be reduced by 3% as a result of a continued intense focus on social emotional learning. Student proficiency in grades 3, 4 and 5 will increas by 3% in all subject areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs. Monitoring will also take place through continuously analyzing attendance data and any student concerns that may arise.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Creating a positive school culture through collaborative efforts among staff, parents and students is key to increasing academic growth for students. By incorporating parents as partne in their children's education as well as increase the opportunities for all stakeholders to better communicate, the school will produce the positive environment needed to foster learning. Parents and community members are invited to join ADDitions, PTA and SAC. Students are encouraged to participate in opportunities that will facilitate the development of enjoyment in th school process, leadership skills and ownership of the school community.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	In order for academic success to take place and achievement gaps to be closed, we need to foster a learning environment that takes into account the social and emotional wellbeing of all stakeholders. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school.

**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.

Establish a common language to support a culture of social and emotional learning with stakeholders and students.

**Person
Responsible**   Lee Parker (lee.parker@ocps.net)

Conduct professional learning that integrate academics and social and emotional learning.

**Person
Responsible**   Lee Parker (lee.parker@ocps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Providing teachers with professional development in standards-aligned instruction for the B.E.S.T. Standards along with the tools to assist with instructional practices will increase student exposure to rigorous content and ensure equitable learning for all students. Through differentiation and intentional planning, our teachers will work to close the gap between our exceptional education students and their general education peers as well as ensure all students are exposed to rigorous standards-aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Once initial data has been interpreted, the plan will be to reduce the achievement gap between the exceptional education and general education students by 3%. Overall ELA proficiency and math proficiency for fourth and fifth grades will increase by 3% when comparisons of the 21-22 data are made to the 22-23 data. .... For the 2022-2023 school year, - overall ELA proficiency for 4th grade will increase 3% from 54 percentile points to 57 - overall Math proficiency for 4th grade will increase 3% from 62 percentile points to 65 - overall ELA proficiency for 5th grade will increase 3% from 68 percentile points to 71 - overall Math proficiency for 5th grade will increase 3% from 71 percentile points to 74
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of standards-aligned instruction, will take place through classroom walk through data, weekly PLC meetings and review of common assessment data. Monitoring of our ESE students' data and academic proficiency will take place through data discussions focusing on the achievement of our identified ESE students.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy	General education teachers will collaborate with Tier III teachers, academic coaches and special education teachers to exchange and share resources that serve students with exceptionalities while maintaining a focus on the measurable outcomes. The collaboration will also include maximizing resources to increase capacity in instructional practices in all classrooms as well as ensure equity in grade levels.

being implemented for this Area of Focus.

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

Students have a variety of needs that range from Tier II and Tier III support to those requiring enrichment.
Intervention and targeted small groups will be essential parts of instruction. Improved collaboration between all stakeholders will lead to continued improvement between achievement in subgroups and overall proficiency.

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 leadership team will maintain an intense focus on Tier I instruction and the tiered systems of support provided all students with a focus on exceptional education students and closing the achievement gap.

Person Responsible Lee Parker (lee.parker@ocps.net)

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All teachers will use academic vocabulary and academic discourse to increase student proficiency in all subject areas.

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Teachers will analyze summative and formative data in all academic areas to adjust differentiation to student needs

Person Responsible Lee Parker (lee.parker@ocps.net)

Teachers will provide targeted instruction for intervention and enrichment.

Person Responsible Lee Parker (lee.parker@ocps.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 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, an employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of student volunteers and school board members. Broad stakeholder groups include early childhood provider community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Stonewyck will create a positive school culture and climate by leveraging social and emotional learning as well as leadership for student success. A distributive leadership model will be used to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through professional learning with a focus on the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success, Stonewyck will promote a positive learning environment.

A core team of teachers and administrators including a mental health designee work with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Improved collaboration between all stakeholders will lead to continued improvement between achievement in subgroups and overall proficiency.

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

Leadership Team Members will create a supportive and fulfilling environment, create learning conditions that meet t needs of all students, create positive relationships with students to ensure success in student learning, and a culture that values trust, respect and high expectations.

Guidance Counselor will take the lead in ensuring the students are supported when having any mental health crisis. Guidance Counselor will hold social skills groups and ensure students are successful in school.

Hospitality Committee will bring a design event/ activities that support the positive school culture and support the wellness of the staff.

PTA/PTO/SAC will work with school leadership to ensure they are promoting a positive school culture and school environment through funding/supporting activities that will enhance the school's positive culture and enhance studer achievement.

Partners in Education will support the school in promoting a positive school culture and school environment by volunteering when needed and opportunities arise.