

Leon County Schools

Elizabeth Cobb Middle School



2021-22 Schoolwide Improvement Plan

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Elizabeth Cobb Middle School

915 HILLCREST AVE, Tallahassee, FL 32308

<https://www.leonschools.net/cobb>

Demographics

Principal: Sarah Hembree

Start Date for this Principal: 7/1/2018

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (59%) 2017-18: B (60%) 2016-17: B (56%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Leon 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Elizabeth Cobb Middle School is to provide high standards of education in a caring and safe learning environment that prepares all students for high school and beyond.

Provide the school's vision statement.

To provide high quality education that is robust and relevant to the real world and fosters the knowledge and skills that our students need for success in high school, college, and careers.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hembree, Sarah	Principal	Mrs. Hembree serves the school, our students, our teachers, and our staff in her position of school leader; leading the staff, setting school goals, and ensuring our school runs at its maximum ability. In addition Mrs. Hembree facilitates the implementation of Conscious Discipline to create a Cobb Community.
Mayer, Eileen	Assistant Principal	Mrs. Mayer is the Assistant Principal for Curriculum. The curriculum must be reshaped each year based on the current student abilities. Mrs. Mayer oversees progress monitoring to ensure students are on track for promotion.
Wallace, Jameeka	Assistant Principal	Ms. Wallace's role as the Assistant Principal for Discipline will look different in the 2021-2022 school year as we welcome back all of the students to brick-and-mortar. Her role will act as more of a support for students in teaching the importance of community citizenship. This is a lifelong skill for student success.
Davis, Wendi	Guidance Counselor	The Guidance Counselors, Mrs. Davis and Mr. Allen, assist the administration in managing students' daily decisions. This includes behavior, academics, and attendance. In addition, the individual needs of the students are met through this office (504, testing, parent communication, etc).
Allen, Clyde	Guidance Counselor	The Guidance Counselors, Mrs. Davis and Mr. Allen, assist the administration in managing students' daily decisions. This includes behavior, academics, and attendance. In addition, the individual needs of the students are met through this office (504, testing, parent communication, etc).
Francis, Rhone	Dean	Mr. Francis assists the administration team by developing interventions (with the assistance of the Student Services Team) for students in need of additional support, whether that additional support is in the area of behavior, academics, or attendance. He is also a direct contact for parents who have questions or

Name	Title	Job Duties and Responsibilities
		concerns, and he works as the liaison between the district office and the school coordinating transportation needs of students.
Wolfe, James	Instructional Technology	Mr. Wolfe is our resident IT expert. In addition to managing all devices for students and staff, he keeps our network running smoothly and facilitates the implementation of computer programs used in our school and district.
West, Jackie		

Demographic Information

Principal start date

Sunday 7/1/2018, Sarah Hembree

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 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

52

Total number of students enrolled at the school

785

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

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

6

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	256	293	234	0	0	0	0	783
Attendance below 90 percent	0	0	0	0	0	0	56	58	39	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	9	15	9	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	15	13	7	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	83	63	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	105	70	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	65	83	63	0	0	0	0	211

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	34	37	22	0	0	0	0	93

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	7	10	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	3	4	4	0	0	0	0	11

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - As Reported

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	285	242	249	0	0	0	0	776
Attendance below 90 percent	0	0	0	0	0	0	23	81	77	0	0	0	0	181
One or more suspensions	0	0	0	0	0	0	26	23	28	0	0	0	0	77
Course failure in ELA	0	0	0	0	0	0	1	4	2	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	2	8	12	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	50	52	0	0	0	0	158
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	51	40	78	0	0	0	0	169

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	44	60	77	0	0	0	0	181

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	5	3	0	0	0	0	9

2020-21 - Updated

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	285	242	249	0	0	0	0	776
Attendance below 90 percent	0	0	0	0	0	0	23	81	77	0	0	0	0	181
One or more suspensions	0	0	0	0	0	0	26	23	28	0	0	0	0	77
Course failure in ELA	0	0	0	0	0	0	1	4	2	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	2	8	12	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	50	52	0	0	0	0	158
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	51	40	78	0	0	0	0	169

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	44	60	77	0	0	0	0	181

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	5	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	5	3	0	0	0	0	9

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).

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	2021					
	2019	51%	54%	-3%	54%	-3%
Cohort Comparison						
07	2021					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-51%				
08	2021					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	53%	-9%	55%	-11%
Cohort Comparison						
07	2021					
	2019	63%	60%	3%	54%	9%
Cohort Comparison		-44%				
08	2021					
	2019	58%	45%	13%	46%	12%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	37%	44%	-7%	48%	-11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	70%	30%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	75%	1%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	69%	26%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	67%	31%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The information provided below is based on the Spring 2021 administration of the FSA and EOC.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			46%
	Economically Disadvantaged			
	Students With Disabilities			33%
	English Language Learners			62%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			35%
	Economically Disadvantaged			
	Students With Disabilities			23%
	English Language Learners			62%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			47%
	Economically Disadvantaged			
	Students With Disabilities			11%
	English Language Learners			50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			44%
	Economically Disadvantaged			
	Students With Disabilities			15%
	English Language Learners			57%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			60%
	Economically Disadvantaged			
	Students With Disabilities			28%
	English Language Learners			60%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			9%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			7%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

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
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	33	47	43	28	45	35	18	50			
ELL	38	47		69	60						
ASN	87	81		93	75						
BLK	49	49	41	51	54	46	31	66	70		
HSP	50	45		55	55		55		82		
MUL	77	62		83	62		50	91	62		
WHT	81	63	57	84	64	58	86	94	82		

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
FRL	47	49	38	50	50	43	27	63	61		
2018 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 2016-17	C & C Accel 2016-17
SWD	25	36	31	30	44	43	24	39			
ELL	73	70		64	50						
ASN	93	71		100	93						
BLK	44	47	42	47	53	47	39	64	57		
HSP	68	54		70	60		77		93		
MUL	65	59	82	64	54	90	69	92	67		
WHT	83	66	60	85	65	61	83	95	82		
FRL	39	50	48	42	55	54	32	60	57		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	59
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	
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	9
Percent Tested	99%
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	84
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	51
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	57
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	74
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

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 are almost impossible to detect for any school official. The students are different from the 2019 test, the teachers are different, we are in a pandemic, and the standards are now changing. Our focus is mental and physical safety for students at this time.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Regardless of the information provided above, the academic need that was most obvious district wide was the Math scores. The Math scores fell in almost every location. There is a clear need for improvement in this area.

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

Largely due to the Covid-19 pandemic, emphasis was not placed on maintaining academic progress. As we pivoted to a digital set-up, many students were not equipped to adequately access the online system that was put in place. We have since made Chromebooks available to all students and worked with community partners to make internet access available to all students outside of school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement was not shown in academics, but in student behavior and student response when faced with adversity. This was based off several factors, including referrals and recurring documented behaviors.

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

We implemented a targeted remediation plan and provided time for this to take place within the regular school day, specifically on Friday afternoons. We also offered Saturday School to provide additional support to any student in need of some extra time with a teacher. Finally, we implemented a Saturday School Credit Recovery option for students in danger of failing a course during the fourth quarter.

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

We will be implementing additional opportunities for remediation this year. This includes Saturday School (beginning in September) with a strategic plan to help struggling students, the weekly opportunity for remediation (which is already implemented), and

the use of programs in class to address gaps in learning. By building a more solid foundation of basic skills, students will have the tools necessary to continue to improve in multiple areas.

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 be placing a large emphasis on collaborative planning and standards-based grading this year. When teachers work together to focus on teaching and assessing grade-level standards in a variety of ways, the students have more opportunities to be successful. We will provide additional time for teachers to receive coaching from experts in this area as well as continued support.

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

As we continue to learn and implement Conscious Discipline strategies and practices, we have added some additional services this year to better meet the needs of our students. This includes staff members who are professionals in helping students regulate their emotions and work through the trauma that students have endured. These staff members not only provide support to students, but they are also part of our school's Problem Solving Team who works with teachers to develop a plan to promote student success. Using the Conscious Discipline model, we make sure our students feel safe in their environment so that they are able to cognitively move into the brain state that will allow them to learn. We will have continuous training and professional learning groups that focus on the implementation of Conscious Discipline.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In reviewing not on the school data, but the county data as well, it was clear that math scores fell across the district. That said, there is no real and accurate trend or data that could be utilized as the teachers, students, and even standards are changing. That said, math is a skill based subject where one outcome has an immediate impact upon the next.

Measureable Outcome: Cobb will be using Moby Max for fact fluency 3 - 5 times per week. This will assist in building a strong foundation and skill base for building. In addition, the department has moved to standards based grading. This will support the reteach/retest method as a means of showing mastery for the benchmarks. The goal is for the scores to increase. In the past, seeing a 3% overall growth in a year with new teachers and materials is possible.

Monitoring: Moby Max is monitored weekly by teachers and monthly by administration. Students will also engage in quarterly PMRN with will show growth as well as areas of continued weakness. Teachers will be able to use this collected data to tailor their teaching in the classroom by class, small group, or student.

Person responsible for monitoring outcome: Eileen Mayer (mayere@leonschools.net)

Evidence-based Strategy: Teachers will be using Moby Max and Standards Based Grading. Both have consistent points of data to be collected and monitored for adjustment in a teaching.

Rationale for Evidence-based Strategy: Standards Based Grading has been proven to work for years and is used as the main measure in the gradebook in many states. It measures the student's progress as it relates to the benchmark. This is typically done on a scale. In addition, students have the opportunity to resubmit work as often as needed until mastery has been achieved. Further, teachers can reteach and create new assessments for students to take until mastery is shown. This can only benefit the student as (especially in a skill based class) mastery is needed in step one before moving to step two.

Action Steps to Implement

Teachers took part in a Standards Based Grading training during pre-planning week.

Person Responsible [no one identified]

Teachers teach the standards based grading practices to their students and communicate the changes to their families (typically done via syllabus and Open House).

Person Responsible [no one identified]

Saturday school is offered as an alternate setting for reteach/retakes outside the school day which may allow for more students to take advantage who cannot stay afterschool.

Person Responsible Sarah Hembree (hembrees@leonschools.net)

Gradebooks are monitored weekly for students who are still not showing growth and students are offered "work zone" opportunities on Friday afternoons in lieu of homeroom.

Person Responsible Sarah Hembree (hembrees@leonschools.net)

The math department will meet monthly to discuss the standards progress in their classes.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Cobb ranked #3 locally and #96 in the state. All the categories were low or very low in violent incidents, property incidents and drug/public order incidents. Cobb has a large focus on Conscious Discipline and consequences that fit. This is a different approach than most middle schools and while new in the process, will continue to collect data so we have a great measure for coming years.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

The School Leadership Team sets the tone for creating a positive school culture. The Student Services Team is structured to help carry out this mission with the assistance of the Conscious Discipline Team and our community liaison. The Student Services Team provides direct support to our students in need of additional resources in order to be successful in the classroom. The Conscious Discipline Team provides more intensive support to our students in need of assistance with self-regulation. This assistance could be an isolated incident or ongoing support based on the needs of the individual. Our teachers and support staff continue to promote a positive culture and environment in individual classrooms. Our school rules are a reflection of the positive culture and environment that we promote, maintain, and continually try to improve. The rules are to be safe, be kind, and be helpful. A key component of our

structure in building a positive culture and environment is our foundational homeroom class. This is a non-academic class that is dedicated to social and emotional learning. Students work on developing relationships with other students and their teachers. This class is designed to be a safe neutral place that takes place in the middle of the school day. Each day of the week has a different theme, and our Homeroom Team works together to design the curriculum and activities to enhance the positive school culture and environment. It is our goal for students to recognize that all of the adults at our school genuinely care about them as a person, want them to be successful, and are willing to do what is necessary to help them along the way toward being good humans.

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

Administration: Mrs. Hembree, Ms. Wallace, and Mrs. Mayer are exemplary role models in our school.

Student Services Team: Mr. Francis, Mr. Allen, and Mrs. Davis provide assistance and support to teachers and students in conjunction with the Conscious Discipline Team (Mr. Pursino & Ms. King) in order to ensure the learning environment is a safe and positive place.

Community Liaison: Mrs. Autry is the string that ties all of this together and makes it work. She assists parents when a need of any kind arises. She works with our PTO to coordinate volunteers for all of our events. She is the stage manager for all of the productions that we do (acquiring supplies, setting up for the event, and ensuring there is a plan). She also works with members of the community to secure donations and create partnership opportunities.

Homeroom Team: Mr. Truett, Dr. Crispino, Mrs. Day, Mrs. Whalley, Mrs. Parrott plans the social and emotional curriculum and activities for our daily homeroom classes.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
			Total:
			\$0.00