



# School Improvement Plan 2023 - 2024



## Hall County White Sulphur Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	White Sulphur Elementary School
Team Lead	Suzanne Chadwick
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Students are reading significantly below grade level.
Root Cause # 1	Lack of books and conversations at home
Root Cause # 2	Lack of Reading Comprehension
Root Cause # 3	Lack of exposure to print and experience/back ground schema
Root Cause # 4	Low vocabulary
Root Cause # 5	Poverty
Goal	<p>During the 2023-2024 school year, we will increase by 10% the percentage of students who meet or exceed their projected student norm growth goal compared to last year's percentage (42.3%). This will be measured by the EOY Reading MAP assessment.</p> <p>During the 2023-2024 school year, WSES: will increase by 2% the number of students performing at or above proficiency in grades 3-5 as measured by the ELA EOG Milestones.</p>

#### Action Step # 1

Action Step	Teachers, Paraprofessionals, and Instructional Coach will assist students with reading instruction and participate in ongoing PLCs and Professional Learning opportunities.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes; PLC Data; Professional Learning Agendas; Sign in sheets
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments
Position/Role Responsible	Administrators, Instructional Coaches, Teachers, Paraprofessionals
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Confer and have small groups with students daily during Reading and Writing.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Walkthroughs (Observation Checklist); Formative Assessments, Confering Notebooks
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments
Position/Role Responsible	Teachers; Instructional Coach; Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Ensure that Hall County's 5 Lesson Components are implemented into daily instruction with fidelity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations and lesson plans. Instructional walkthroughs will include using an observation checklist to identify the lesson components that are present or missing during the observation.
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments
Position/Role Responsible	Instructional Coach; Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step # 4

Action Step	Increase the number of texts in classrooms that reflect the diversity of our students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Walkthroughs (Observation Checklist), Lesson Plans
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	As student meet their fluency goals, they will earn rewards and be celebrated throughout the year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School calendar; Instructional walkthroughs (Observation Checklist)
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by the MAP ELA assessment and increase in number of students meeting reading goals.
Position/Role Responsible	Teachers, Media Specialist, Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Additional reading support for students (i.e. Instructional Extension, Summer School, Summer Transition Camp, Milestones prep).
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 6

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance Records, multiple selection criteria worksheet
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments
Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Empower and educate students on how to self monitor and utilize data notebooks to actively monitor their own progress by engaging in data driven goal setting with students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Walkthroughs(Observation Checklist). Student Data Notebooks
Method for Monitoring Effectiveness	Increase in reading achievement levels as measured by MAP ELA assessments



Action Step # 7

Position/Role Responsible	Administrators, Instructional Coaches, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students lack an understanding of number sense.
Root Cause # 1	Lack of a consistent problem solving strategy used throughout the school.
Root Cause # 2	Lack of practice, accountability and instruction.
Root Cause # 3	Teachers have difficulty filling the math related gaps that are identified in students.
Root Cause # 4	Teachers need consistent strategies for using manipulatives to teach the concrete, pictorial, abstract progression.
Goal	<p>During the 2023-2024 school year, we will increase by 10% the percentage of students who meet or exceed their projected student norm growth goal compared to last year's percentage (45.2%). This will be measured by the EOY Math MAP assessment.</p> <p>During the 2023-2024 school year, WSES: will increase by 2% the number of students performing at or above proficiency in grades 3-5 as measured by the Math EOG Milestones.</p>

Action Step # 1

Action Step	Implement Eureka Math in Grades K-5 with fidelity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Walkthroughs (Observation Checklist), formative assessments, Lesson Plans
Method for Monitoring Effectiveness	Increase in math achievement levels as measured by MAP Math assessments
Position/Role Responsible	Administrators, Teachers, Instructional Coach
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Additional support for students (CARES, EIP, Instructional Extension, Summer School, Summer Transition Camp, Etc)
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance, Achievement Data, multiple selection criteria worksheet
Method for Monitoring Effectiveness	Increase in math achievement levels as measured by MAP Math assessments
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	As student meet their fluency goals, they will earn rewards and be celebrated throughout the year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Math Data, school calendar
Method for Monitoring Effectiveness	Increase in math achievement levels as measured by MAP Math assessments
Position/Role Responsible	Teachers; Instructional Coach
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Ensure that Hall County's 5 Lesson Components are implemented into daily instruction with fidelity.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Instructional Walkthroughs (Observation Checklist) will be used to identify the lesson components that are present or missing. Lesson Plans, PLC minutes, and PL agendas will also be used.
Method for Monitoring Effectiveness	Increase in math achievement levels as measured by MAP Math assessments
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Empower and educate students on how to self monitor and utilize data notebooks to actively monitor their own progress by engaging in data driven goal setting with students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Instructional Walkthroughs (Observation Checklist)
Method for Monitoring Effectiveness	Increase in math achievement levels as measured by MAP Math assessments
Position/Role Responsible	Administrators, Teachers, Instructional Coaches
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Students struggle with life skills/goals to manage a better well-being for themselves.
Root Cause # 1	Lack of relationship strategies causing students to feel uncomfortable in the school setting and often acting out.
Root Cause # 2	Lack of parent involvement and understanding of students academic, social, behavioral and emotional needs.
Root Cause # 3	Parents are unable to support educational experiences (i.e. evening events, poor student attendance, few volunteers, etc.).
Goal	During the 2023-24 school year, WSES will improve positive relationships with students and parents as measured by parent and student survey results and SOS surveys and in addition, build resiliency skills within the students so that office referrals decline.

#### Action Step # 1

Action Step	WSES staff will host numerous specific events for parents to attend off campus. (i.e. cookout, bingo nights, Trunk or Treat, etc) in order to foster positive relationships.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent surveys and Parent and Family Meeting sign-in sheet, agendas, minutes
Method for Monitoring Effectiveness	Increase in climate ratings
Position/Role Responsible	Community/Business Team, Counselor, and Parent Liaison
Timeline for Implementation	Others :

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Business partners. PTO or PIE will help with donations to fund events.
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Action Step # 2

Action Step	WSES staff will host Family events and Parent Nights, Parent Workshops, and Parent Conferences providing guidance and resources to support the whole child.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent surveys and Parent and Family Meeting sign-in sheet, Agendas and minutes
Method for Monitoring Effectiveness	Increase in climate ratings and increase of positive results in students health surveys and universal screeners
Position/Role Responsible	Climate/Business Team, school staff, PTO leadership, staff members
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PTO members and community stakeholders will be used as volunteers to help host events.
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Action Step # 3

Action Step	Students will be identified for CICO (Check in check out) and assigned to a Coach for daily reporting to decrease negative behaviors.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Daily progress reports, meetings
Method for Monitoring Effectiveness	Universal screen data and office discipline referral data
Position/Role Responsible	Parents Liaison, Admin, staff, counselor
Timeline for Implementation	Others :

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	WSES staff and students will fully implement PBIS and Sources Of Strength during the school year with a focus on wellness, mental health and self-monitoring of behaviors.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS Documentation, Sources of Strength Documentation, Lesson Plans
Method for Monitoring Effectiveness	Increase in climate ratings; universal screener, health surveys
Position/Role Responsible	Administrators, Teachers, Staff, Parent Liaison
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	WSES students will participate in Service Learning Projects to build relationships and foster positive citizenship traits.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School Calendar/Reporting for Balanced score card
Method for Monitoring Effectiveness	Increase in climate ratings Fewer office referrals

Action Step # 5

Position/Role Responsible	Administrators, Teachers, Staff, Parent Liaison
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	WSES teachers will utilize Morning Meetings/SOS curriculum daily to teach PRIDE, to determine students have a trusted adult in the building and to teach wellness/mental health strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Morning Meeting Documents/Lesson Plans
Method for Monitoring Effectiveness	Increase in climate ratings, universal screeners, health surveys
Position/Role Responsible	Teachers, PBIS Team
Timeline for Implementation	Weekly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Students will participate in earned PBIS awards, celebrations, and activities for student success utilizing points.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Collaborative team monthly meetings
Method for Monitoring Effectiveness	PBIS data
Position/Role Responsible	Armour/Rocha leads and classroom teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>WSES sought the input of numerous stakeholders during the school improvement process. We have systems in place for input from parents and community members. For example:</p> <ul style="list-style-type: none"> <li>● Each year we have the Title I Parent &amp; Family Engagement Input meeting to gather feedback from parents.</li> <li>● We hold quarterly meetings with our school council which has both parents and community leaders. Stakeholders and attendees provide feedback.</li> <li>● We host Coffee &amp; Conversation with the Administrators twice yearly. This is an informal time for parents to ask questions and give feedback to the Principal and Assistant Principal.</li> </ul> <p>We utilize all of this information along with our data to determine goals for the school improvement plan.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>WSES is 42% Hispanic; 29% White; 15% Black; and 7% Multi-racial with 90% of students receiving free and reduced lunch. Our teachers are highly qualified and teach within their field of study. All paraprofessionals also hold Georgia certification. We work very hard in giving job-embedded professional learning around the latest research-based instructional strategies for struggling learners to ensure our students are receiving the best instruction possible from highly qualified staff.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>WSES implements a schoolwide Title I model. With 90% of students receiving free or reduced lunch, the majority of our students are at risk. We closely monitor data to track student progress throughout the year. We offer the most high-need students different opportunities to close the achievement gap (summer school, Instructional Extension, Kindergarten Camp, ESOL push-in, EIP augmented and reduced class sizes, etc.). Students who continue to struggle are offered tiered MTSS Intervention services and monitoring.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A WSES implements a schoolwide Title I model.</p>
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>WSES will support, coordinate, and integrate services with early childhood programs as the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. The following strategies will assist with this transition:</p> <ul style="list-style-type: none"> <li>● Kindergarten teachers will assess children who register for kindergarten to determine strengths and areas of need. They will use this information to determine instructional goals for students beginning their kindergarten year.</li> <li>● Kindergarten teachers will host Kindergarten Registration in the spring. Parents can register their children early; take a tour of the facility; and preview the curriculum. This also gives the parents an opportunity to ask questions and share concerns about their young children.</li> <li>● Kindergarten teachers prepare and distribute a packet of information that contains kindergarten expectations, summer practice, and early reading materials. The children are able to work through the packet with their parents during the summer and become familiar with the type of information they will need to learn (i.e. shapes, colors&amp;hellip;).</li> <li>● Kindergarten students are invited to Panther Cub Camp for week in July, to prepare for school, and to practice readiness skills with teachers and paraprofessionals.</li> <li>● Select teachers meet with PreK service providers for special education students transitioning to WSES.</li> <li>● Kindergarten teachers will review the Student History Report from Students Services to better help meet the needs of the rising K students..</li> </ul>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>WSES supports the efforts of school staff to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. WSES will fully implement PBIS this school year. WSES has a team of teachers responsible for planning and implementing PBIS. This team has developed behavior expectations and support for various areas (classroom, playground, cafeteria, etc.) Teachers will receive ongoing training as we implement PBIS this year.</p> <p>WSES staff and students reinforce Panther PRIDE (Prepared; Respectful; Inquisitive; Driven; Engaged) daily. Reinforcing these character traits helps limit the need for disciplinary referrals. Teachers and staff work to build relationships through class meetings and Family Groups to reduce discipline issues.</p> <p>An incentive points program will be implemented in 2023-24 to support PBIS.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>N/A</p>
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