

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Hagerty High School**

### **School Improvement Plan 2020-2021**

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **Provide the school's mission statement**

Paul J. Hagerty High School's mission is to provide a nurturing learning environment where students can obtain the skills useful to become productive, creative, and caring members of a diverse society. While valuing differences the curriculum provides students with opportunities and challenges to grow intellectually, physically and socially. Through a variety of learning experiences, students are taught to recognize the value of education as a continuous process and to realize their responsibilities to each other and to the larger community.

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

The vision of Paul J. Hagerty High School is working together to continue our tradition of excellence.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Mr. Robert Frasca	Principal	<a href="mailto:robert_frasca@scps.k12.fl.us">robert_frasca@scps.k12.fl.us</a>	Assistant Principals; SAM's; Deans; Athletic Director; School Safety Manager
Mrs. Christy Bryce	Assistant Principal	<a href="mailto:christy_bryce@scps.k12.fl.us">christy_bryce@scps.k12.fl.us</a>	Departments: Science; Fine Arts; PE
Ms. Gisela Cotto	Assistant Principal	<a href="mailto:gisela_cotto@scps.k12.fl.us">gisela_cotto@scps.k12.fl.us</a>	Departments: Social Studies; World Languages
Dr. Douglas Miller	Assistant Principal	<a href="mailto:millerda@scps.k12.fl.us">millerda@scps.k12.fl.us</a>	Departments: Career and Technical Education; Exceptional Student Education
Mrs. Angel Rocha	Assistant Principal	<a href="mailto:mary_rocha@scps.k12.fl.us">mary_rocha@scps.k12.fl.us</a>	Departments: ELA; Reading; ELL
Mr. Jesse Walker	Assistant Principal	<a href="mailto:jesse_walker@scps.k12.fl.us">jesse_walker@scps.k12.fl.us</a>	Departments: Math; PLATO; Student Services
Mr. Roy DeCosta	School Administration Manager	<a href="mailto:roy_decosta@scps.k12.fl.us">roy_decosta@scps.k12.fl.us</a>	Discipline; Facilities; Inventory, Food Services, SAC and SIP
Dr. Paula Cruickshank	Dean of Students	<a href="mailto:paula-rae_cruickshank@scps.k12.fl.us">paula-rae_cruickshank@scps.k12.fl.us</a>	Discipline; Dividends; PBS

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## Supportive Environment

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**Describe how the school involved parents and the community in developing this plan.**

N/A

**Describe how the school works at building positive relationships with families to increase involvement efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

The school has an open door policy welcoming families to schedule tours of the school before enrolling new students. Teachers and administrators use multiple strategies to communicate with families, including but not limited to (1) encouraging families new to the Hagerty community to participate in an interactive and informative student orientation program, (2) inviting families to curriculum night and open house to meet teachers and school staff, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) encouraging families to participate in SAC, PTSA and Booster organizations and (5) using video conference and educational software, such as Webex and eCampus to increase communication with families.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Students are instructed each year in our district mandated Social-Emotional Curriculum, which is taught throughout the school year. Counseling is provided through Student Services, administration offices and New Horizons program. Student Study, MTSS/504 Teams, Positive Behavior Support, and At-risk Transition mentoring are support systems for students. Additionally, students have access to a district mental health counselor and a school social worker.

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## Student Transition and Readiness

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### College and Career Readiness

#### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Each year teachers advise students regarding course selections for the following year. School Counselors also meet with juniors and seniors throughout the year to ensure completion of graduation requirements. Many colleges and universities come on to campus throughout the school year to give presentations to juniors and seniors and students are encouraged to schedule tours of colleges/universities of their choice. Student Services hosts an annual college and career fair during the school day allowing for students to access post-graduate opportunities. Our Career and Technical Education programs establish a Business Advisory Council where partnerships are formed, providing opportunities for internships and externships, in addition to scholarship opportunities and other community support of students.

#### **Identify the career and technical education programs available to students and industry or community organizations.**

This is a listing of Seminole County Career Pathways programs, including college credits earned and college savings at Seminole State for students successfully passing the assessment test(s): Modeling and Simulation; Digital Information Technology; Computer Programming; Digital Design; Culinary Arts; Early Childhood Education; and Television Production The following is a list of the Industry Certifications that can be achieved when completing a CTE program. • Adobe ACE • Photoshop (ADOBE012) • Adobe Premiere Pro CS6 & CC • Adobe InDesign • Child Development Associate (CPREC001) • Certified Food Protection Manager - Serv Safe (NRAEF003) • National Registry of Food Safety Professionals (NRFSP) • Microsoft Tech Associate • (MICRO076) • National Center for Simulation (NCS) - (Modeling and Simulation)

## High School Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

*\*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Social Studies			
Indicators		Strategic Plan	Target
Achievement		B.1.1	95
Achievement for sub group: Black		B.1.1	95
Achievement for sub group: Hispanic		B.1.1	95
Achievement for sub group: White		B.1.1	95
Achievement for sub group: Mul		B.1.1	95
Achievement for sub group: SWD		B.1.1	95
Achievement for sub group: FRL		B.1.1	95
Achievement for sub group: ELL		B.1.1	95

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	95
	Grade 10	B.2.4	95
History Common Assessment students scoring on grade level	World History	B.2.4	95
	US History	B.2.4	95

## High School Essential Instructional Priority 1 – Quality Instruction

<b>Math</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

<b>Science</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

<b>Common Assessments</b>			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	95
	Geometry	B.2.4	95
Science Common Assessment students scoring on grade level	Environmental Science	B.2.4	95
	Biology	B.2.4	95

<b>5 Essentials</b>		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

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## High School Essential Instructional Priority #1 - Quality Instruction

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### Action Plan

#### Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will maintain data folders in math and ELA classes throughout the school year in order to monitor and reflect on their progress.	Math and ELA teachers and Assistant Principals (Mr. Walker and Mrs. Rocha).	May 2021	Yes	Quarterly	Student data folders.	N/A

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## Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
A low 30% group is created in EdInsight to monitor grades, attendance, common assessment scores, and standardized assessments by administration.	AP's (Mr. Walker and Mrs. Rocha); Instructional Coach (Mrs. Yaroma)	September 14, 2020	No	Quarterly	Groups are created in EdInsight and shared with appropriate staff.	N/A
PLCs™s will create action plans that will address strategies in order to monitor this sub group with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; AP's; Instructional Coach	September 14, 2020	No	Progress monitored monthly	PLC meetings notes	N/A
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; AP's; Instructional Coach	Monthly	Yes	Monthly	Data chats and formative assessments	N/A

## High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
High level 1 and high level 2 buckets will be created in EdInsight.	Teachers	September 14, 2020	Yes	Quarterly	Groups are created in EdInsight and shared with appropriate staff.	N/A
PLCâ€™s will create action plans that will address strategies in order to monitor these buckets with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; AP's; Instructional Coach	September 14, 2020	No	Quarterly	PLC meetings notes	N/A
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; AP's; Instructional Coach	September 14, 2020	No	Quarterly	Data chats and formative assessments	N/A

## Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Low level 3 buckets will be created in EdInsight.	Teachers	September 14, 2020	Yes	Quarterly	Groups are created in EdInsight and shared with appropriate staff.	N/A
PLCâ€™s will create action plans that will address strategies in order to monitor these buckets with the goal of personalizing instruction to meet the needs of each individual student.	Teachers; AP's; Instructional Coach	September 14, 2020	No	Quarterly	PLC meeting notes	N/A
Teachers will reflect monthly on their action plans. Assistant Principals will meet with teachers and report back to administrative team.	Teachers; AP's; Instructional Coach	September 14, 2020	No	Quarterly	Data chats and formative assessments	N/A

## High School Essential Instructional Priorities

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

*\*All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

## High School Essential Instructional Priority # 2 - Conditions for Learning

### Action Plan

#### Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Communication Parents and students will be informed of the HHS attendance policy including denial of credit. It is the students and parents responsibility to monitor and keep track of their attendance.	Jesse Walker - Assistant Principal	August 24, 2020	N	Quarterly	Attendance Reports	N
Truancy Process After the 5 day unexcused threshold has been reached students will be referred to MTSS team for the truancy process.	Gisela Cotto - Assistant Principal	Ongoing	N	Ongoing	Truancy report to administration	N

## Communication with Students on Campus Safety

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Communication regarding campus safety to students will be conducted via school TV announcements and various other available outlets.	Administration and School Resource Deputies	Ongoing	Y	Ongoing	Survey Data	N/A
Campus-wide safety drills will be conducted. Students and teachers will be provided feedback on proper protocol.	Administration and School Resource Deputies	Monthly	Y	Monthly	Raptor log	N/A

## Safety Survey

Name/Topic of Strategy	Strategy/Action 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Student ID Badges	All students will be given a Student ID, a lanyard, and an ID pouch. Students will be responsible for wearing their Student ID at all times on Campus.	Dr. Doug Miller, Po Dickison, Dr. Paul Cruickshank, Roy DeCosta	August 24, 2020	N	Ongoing	Students will be checked daily to ensure they are wearing their issued IDs. Records of students not wearing their ID will be recorded in HERO, the schools positive behavior support system.	N/A
Use of School Security Officers (SSO)	SSO will make use of technology and instructional reflective practices to expand and improve school safety measures throughout the school. SSO will make use of shared google checklist to document their tour duties, attend debriefing meeting after school drills, document the repair and failure of school safety related technology, and attend school safety meetings on a monthly basis.	Mr. DeCosta	August 24, 2020	N	Ongoing	Google Documents, Meeting and Debriefing notes.	N/A

## High School Essential Instructional Priorities

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Schools will provide advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

*SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.*

*\*All data targets are reported as percentages.*

Indicators	Strategic Plan	Target	Indicators	Strategic Plan	Target
College and Career Success	B.1.1	95	Graduation Rates	A.2	95
College and Career Success: Black	B.1.1	95	Graduation Rates: Black	A.2	95
College and Career Success: Hispanic	B.1.1	95	Graduation Rates: Hispanic	A.2	95
College and Career Success: White	B.1.1	95	Graduation Rates: White	A.2	95
College and Career Success: Mul	B.1.1	95	Graduation Rates: Mul	A.2	95
College and Career Success: SWD	B.1.1	95	Graduation Rates: SWD	A.2	95
College and Career Success: FRL	B.1.1	95	Graduation Rates: FRL	A.2	95
College and Career Success: ELL	B.1.1	95	Graduation Rates: ELL	A.2	95
AO students enrolled in advanced courses: Black	B.2.7	95	5E – School Wide Future Orientation	A.2	70
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95	5E – Expectations for Postsecondary Education	A.2	70
AO students enrolled in advanced courses: Hispanic	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7	95			
AO students enrolled in advanced courses: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
EBRW	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
Math	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95



## High School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

### Action Plan

#### AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Teachers of accelerated courses will identify the AO students in their classes via the district designation in Skyward and develop action plan to work with and monitor identified students.	AO AP (Dr. Doug Miller); Teachers of accelerated courses	September 14, 2020	No	Quarterly	AP's will have data chats with PLC's to ensure these students have been properly identified.	N/A
During course scheduling, school counselors will meet with AO students one-on-one to discuss and schedule opportunities for acceleration.	AP's; School Counselors	May 2021	No	Spring 2021	Future Summary data will be pulled from Dash database.	N/A

## College Board Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
There will be an ongoing uses and maintenance of data folders in math and ELA classes to monitor and reflect student progress.	Math and ELA teachers and Assistant Principals (Mr. Walker and Mrs. Rocha)	May 2021	Yes	Quarterly	Student data folders.	N/A
Addressing data targets in PLC groups with the goal of reflecting positive student achievement gains on College Board related assessments.	Jesse Walker, Angel Rocha	Spring 2021	N	Progress monitored monthly	PLC meeting notes	N/A

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## Best Practices for Inclusive Education (BPIE)

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- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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Administrators communicate expectation for all personnel to use person first language.

Partially Beginning

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Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.

Not Yet

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All special education teachers are collaborative members of a gen. ed. curriculum team.

Partially Beginning

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## Action Plan

### Indicator 1

Administrators communicate expectation for all personnel to use person first language.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
During pre-plan, teachers will receive training from ESE staff on person first language.	ESE AP (Dr. Miller)	August 24, 2020	Yes	Pre-plan	Teachers signed in to training.	N/A

### Indicator 2

Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Data regarding inclusion percentages will be collected and made available to the relevant stakeholders.	ESE AP (Dr. Miller)	May 2021	No	Annually	Report production and dissemination	N/A

### Indicator 3

All special education teachers are collaborative members of a gen. ed. curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Support Facilitators will attend PLC meetings for the courses they support as well as participate in planning with teachers.	ESE AP (Dr. Miller)	Ongoing	No	Monthly	Log of PLC participation.	N/A

## Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Digital Learning via eCampus	Quality Instruction	August 24, 2020	Use of digital learning through eCampus will improve student achievement by (1) increasing student engagement, (2) increasing collaborative learning efforts, (3) allowing students to learn at their own pace, (4) allowing for the use of more formative assessments, and (5) increase the frequency and ease of teacher feedback. The use of eCampus will allow for improved analysis of student summative and formative assessment data encouraging students to take ownership of their data and education.	School-wide	150	Administration, Instructional

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Exceptional Student Education	1 - Best Practices for Inclusive Education	August 24, 2020	Teachers will become familiar various needs and aspects of instructing SWD's. Teacher's will gain a basic understanding of the various services and accommodations they may encounter on IEP's as well as the plethora of resources made available by the ESE Department to support instruction.	School-wide	150	Administration, Instructional
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Technology Tools for Personalizing Learning	1 - Quality Instruction	Ongoing	Teachers will be trained on various, approved, tools for technology throughout the school year. The tools will be integrated appropriately according to student need, data assessment will be utilized, as well for this integration, to inform adaptation of instruction.	School-wide	50-150	Instructional
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School Safety	2 - Conditions for Learning	August 24, 2020	Improved efforts in school safety will lead to less disruptions in the learning process and promote a positive school climate in which students are more willing to engage.	School-wide	150	Administration, Instructional, Non-Instructional
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Mental Health	2- Conditions for Learning	August 24, 2020	The inclusion of a Mental Health curriculum will teach teachers and students how to cope with the many mindsets of the modern student own allow the school to become a safer place to engage with Mental Health issues that could obstruct student achievement.	School-wide	150	Administration, Instructional, Non-Instructional
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