

FRUITVALE JUNIOR HIGH SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Urban

School Enrollment - 720

Grade Levels - 7, 8

School Calendar - Traditional

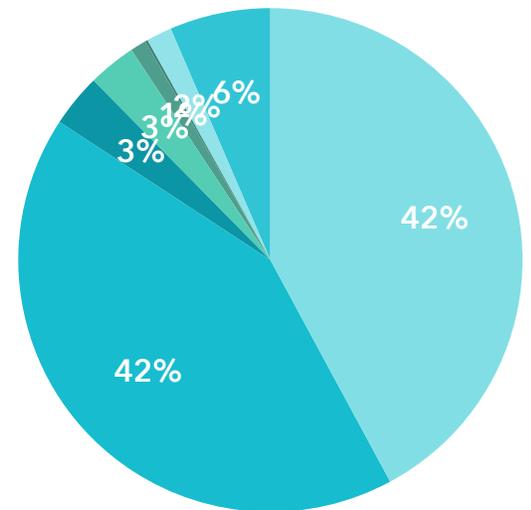
Free and Reduced Lunch 47%

English Learners 6%

Students With Disabilities 13%

Fruitvale Junior High School
 Fruitvale Elementary School District
 2114 Calloway Dr. Bakersfield, CA 93312
 Tel (661) 589-3933
 Principal - Leslie Garrison
<https://fjh.fruitvale.k12.ca.us/>

2017-2018 School Demographics



School Characteristics and Replicable Practices

Academic Excellence

Fruitvale Junior High School is known for excellence. The pursuit of “excellence” surrounds our days, provides focus for our actions and drives decisions. Our district tagline reads, “Excellence in Education. Every Student, Every Day.” We truly adhere to this belief system and it is evident in our self-study survey, student test scores, district and site level planning, and instructional practices. Fruitvale Junior High School in particular, has been one of the highest (and #1 in Northwest Bakersfield) scoring junior high schools in our county for many years. In 2016 FJH had

- Hispanic 41%
- African American 3.3%
- Native American 1%
- Filipino 1.6%
- Other
- White 41%
- Asian 3%
- Pacific Islander .15%
- Two or More 6.3%

the highest percentage of students, 70% of the student body meeting and/or exceeding standards in ELA and we were tied for the highest percentage in math with 53%. This year we continue our expectation of excellence with 66% of students meeting and/or exceeding standards in ELA and we are the highest scoring junior high school in the county with 56% of students meeting and/or exceeding standards in Mathematics. On our self-study self ratings, staff revealed a 3.7 overall score in the Academic Excellence Category. One of the few 4.0 ratings given by staff was in area of clear expectations. The foundation of all our work begins with this one criteria, clear expectations of excellence. The concept of excellence must not be confused with perfection. Staff began this school year with a theme that revolved around high performance for all, including staff, trying even when the task seems exceptionally challenging, learning from mistakes, and continuing to grow. The message was shared schoolwide on the first day of school. Students are provided clear expectations from all staff, and often each other, regarding content standard mastery, task completion, personal effort, collaboration and citizenship. Academic Excellence is the primary focus as we continue to collaborate to plan instruction, develop rigorous standard aligned tasks, utilize and supplement curriculum, reflect on assessment data, monitor student progress and respond to intervention needs. Instructionally, Fruitvale staff has a number of extremely high ratings on the rubric in the Academic Excellence area which begins with focusing on content standards. Staff begins every class with a focused direction, the standard to be mastered. Two bullseye graphics are used to communicate to students the “Big Bullseye,” the end result to be reached, and the “Daily Darts” represent the subskills to be mastered in route to the final destination. Teachers illustrate what students are learning and why. Direct Instruction was another area in which staff reported a 4.0 rubric rating. Fruitvale Junior High School has placed an emphasis on excellent first instruction to provide students the needed skills to then persevere through their own use of a rigorous standard. Staff has had extensive training in the deconstruction of standards, instructional responses to expected mastery, task development and assessment. We have worked with a professor from Fresno State University, Dr. Nancy Akhavan, to assist in the assurance of Standards aligned Instruction. As staff now have a deepened understanding of standards and their progression through the grade levels they are able to provide instruction on the sub skills needed to ensure mastery and allow students to succeed in the demonstration of each standard independently. Staff has committed to utilizing a variety of instructional strategies including cooperative learning, project based activities, simulations, presentations, and real-world application projects to allow students to persevere and be involved in their education. It is common practice to see teachers coaching and students doing. In addition to excellent first instruction, students demonstrating mastery in a rigorous task through critical thinking and cooperation, teachers are also utilizing common assessments to inform instruction. In the self study teachers averaged a 3.7 in the area of “common, frequent assessments to benchmark key concepts.” Very little occurs independently at FJH as we see every student on campus as “ours.” The staff is working together at an elevated pace to ensure they truly know where

students are in their learning process and what their needs are for progress. The mathematics department has implemented a targeted intervention plan in which students are shared amongst the teachers and the principal in each block and provided instruction on a specific standard they are not meeting after common formative assessments. Students who have met standards are exposed to extension activities as well. This model meets students specific needs in both intervention and acceleration. FJH departments collaborate to support one another through shared instruction. For example, teachers make connections between historical standards and literature. They also instruct common writing standards together in different contexts including historical, scientific and informational. As an entire staff, we have chosen our lowest standard performance, Speaking and Listening 7.2, as a school-wide effort. The SL 7.2 standard addresses students' skills in the, "Analysis of main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text or issue under study." Staff recognized with a global use of Cornell Notes and diverse media, they all could implement instruction and practice of this standard, regardless of content. Even the elective courses and P.E. have committed to supporting the standard throughout the school year. The master schedule, master calendar, district and site level professional development plans are all designed with excellence in mind. The Master Schedule was designed to provide optimal instructional opportunities for both students and staff. Students have a block schedule in which they have extended instructional time in Language Arts and Mathematics. Prior to 2015 FJH students had two 45 minute class periods of ELA and only one 45 minute period for math. In response to subpar math scores, the schedule was revamped to include a 66 minute period for both ELA and Mathematics. The extended period has made a positive impact on all students. All of our student subgroups have greatly benefitted by the additional instruction and increased the percentage of students meeting or exceeding standards from 2016 to 2017 in both ELA and Math. Master schedule development also included a common preparation period for English Language Arts and Mathematics teachers of the shared grade level. Additionally, FJH has an early dismissal on Wednesdays, four minimum days and multiple full- day inservices scheduled by department, in which staff is provided structured time to work with colleagues on providing rich standards-based instruction as well as plan to give all students the support they need to meet our rigorous academic standards. In all planning, Academic Excellence is at the forefront. Due to the rigorous demands of the educational program at FJH, the District has recognized intervention as a significant need and written in extended mathematics intervention as an LCAP priority in the form of an After School Intervention Program offered three days per week. Six teachers are on staff after school to provide targeted math intervention for both 7th and 8th grades. Additionally, three teachers are available in a General Homework Connection program at the same time. The District provides a late bus for transportation to ensure all students have access to support. Lastly, one critical part of academic excellence at Fruitvale Junior High School is the culture of collaboration within the staff. Not only do teachers plan together, they learn together. We collectively believe that everyone can

learn at a very high level, including the adults on campus. Every team member has a voice in decisions about instruction, curriculum, assessment, and evaluation of student work. Throughout the year staff collaborates to improve instruction and plan the use of curriculum. They meet in teams to calibrate assessment rubrics and determine expected rigor. Staff also evaluates student work together, often scoring colleagues' student work to ensure alignment of expectations. All staff at FJH spends time peer observing as well in order to learn from our resident experts. All professionals on campus have something exceptional to offer one another. The professional learning community at FJH is truly one with a growth mindset.

Developmental Responsiveness

Fruitvale Junior High School students, staff and parents fondly refer to themselves as the "Fruitvale Family." FJH is a relatively small junior high school serving 655 students in 2016 and 720 in 2017 and we pride ourselves on the intimate climate on campus. The single most impactful program that creates school connectedness and provides a personalized environment supporting student development intellectually, ethically, socially and physically, is the extensive elective program. At Fruitvale students have the opportunity to connect to a career pathway or fine arts course in which they can find their niche. Students explore the elective courses as 7th graders and then can elect to take the course for the entire year in 8th grade. As students choose their elective, they naturally find a smaller community in which they build close and mutually respectful relationships based on shared interests and motivations. Electives become students' safe place where they connect not only with the content, but the teacher and their classmates. Although students are also teamed in their homerooms with one of four different University teams, electives have emerged as students' primary area for mentoring and school connection. FJH is thankful to have one ½ time Counselor and one ½ time Psychologist on campus. Mr. Gomez does an exceptional job in assisting families and staff with a variety of challenges. All staff are trained to recognize a multitude of student problems. Staff is specifically trained on suicide prevention, bullying and the behavior escalation continuum. We have a group of staff members on crisis response teams who collaborate to intervene when we have a student crisis. Administration maintains an open door policy for students and families and seeks to assist in any way necessary. FJH also has a ½ time nurse who provides a host of services for students, staff and families. The support team for our campus is extensive and exceptional. Staff ranging from 10 aides, 3 front office staff, 2 administrators, one campus security, 1 counselor/psychologist, 1 nurse, 1 librarian, 28 general education teachers, 5 Special Education Teachers, and 3 custodians, ALL put student needs first. In that spirit, FJH students with resource IEP's are fully included in general education courses and receive additional support in a study skills course. In addition to a number of Special Education course offerings, FJH implemented an intensive intervention course for the most at-risk 8th grade students that has an exceptional success rate. (Last year's intervention class was comprised of students who had an average of 9.7 F grades

in 7th grade and a 1.45 average GPA.) They completed the year with a class average of 1.6 F's and GPA of 2.5. 23 out of the 25 students in intervention walked across the stage at graduation with their peers. Alongside student support and intervention, FJH offers several parent informational and training opportunities. Parent Conferences at FJH are unique. They are held in October with a 80% participation rate. Parents who attend meet with every teacher in their student's schedule. Parents are provided detailed progress reports (online access as well), intervention options, and administrative access for support. In April the FJH staff offers a Parent University evening in which parents receive training on topics including; "Social Media Challenges", "At-Risk Teens, Cutting and Depression", "Teen Anxiety and Social Isolation", "How to Survive Jr. High", and "What to Expect in High School." A significant portion of the Developmental Responsiveness category includes the importance of students' access to personal and career interests, developing their identities, discovering their strengths as well as fostering character and developing citizenship skills. The core instructional program intentionally provides many of these opportunities; however, our elective menu truly reflects this criteria. Fruitvale Junior High School provides seventeen elective options for students in which they explore their interests, gain experience to guide their own future plans, and develop interests beyond the classroom environment. Prior to scheduling, Seventh grade students choose two semester-long courses out of eleven options. Eighth graders choose to continue to try additional semester-long courses, or they can deepen their learning by choosing an advanced course of their liking. Career Pathways and/or fine arts elective course offerings include: Agriculture, Introduction to Art, PLTW Computer Science, Introduction to Drama, PLTW Modeling and Design (GTT), Journalism, PLTW Medical Detectives, Mock Trial, Music Appreciation, Study Skills and Introduction to Spanish. The year-long advanced offerings are: Band, Colorguard, Advanced Art, Advanced Drama, Robotics, and Spanish 1. Four courses are directly connected by our community partnership with Chevron and the Project Lead the Way initiative. The Design and Modeling elective provides students experiences in pre-engineering such as, 3D printing, vinyl cutting and architectural development. Medical Detectives is an exciting new addition where students play the role of real-life medical personnel as they discover genetic testing, study DNA evidence found at a crime scene, and solve medical mysteries through hands on projects and labs. Computer Science is another PLTW course in which participants explore computer programming, coding, digital game creation and technology use. The final PLTW Robotics elective is our year-long course that connects students to careers in mechanical, electrical and civil engineering through the development and programming of robotics. Every PLTW class is designed to be a building block for students pursuing the PLTW courses in our feeder high schools and careers beyond. FJH was the first junior high school to partner with Chevron and continues to be their model school for the PLTW initiative. FJH students are regularly asked to participate in community events such as the Middle School Robotics Competition, Kern Energy Festival, Bakersfield College Stemosium Expo, California State University/Chevron Fab Lab Exhibitions and multiple sponsored events that

showcase student creations. Fine arts are alive and well at Fruitvale in the midst of the CTE revolution. Students in Advanced Drama provide two community productions annually. They have presented productions including; A Christmas Carol, Dracula, Annie, The Wizard of Oz, and this year they will be showcasing, High School Musical. Introduction to Art and Advanced Art students are expressing themselves while beautifying our campus with an annual mural, FJH Garden Mural, library decor, 8th grade t-shirt design and yearbook cover art. The Band continues to keep us entertained as they provide multiple concerts throughout the year, often collaborating with our feeder elementaries, as well as our surrounding high schools. Our Colorguard instruction is part of the master schedule course offerings which is rare for local schools. The Colorguard Team has taken 1st place in the county for the past 7 years. Agriculture is another unique course offered at FJH where students have the rare chance to operate a garden from start to finish. They study the farm to table process hands on. Students explore the world of science and technology from an agriculture perspective. Ag is a career pathway dear to the Central Valley and is designed to connect students to agriculture high school and career options. The Agriculture elective was birthed from an incredible partnership with the Kern High School District. Fruitvale was offered the privilege of connecting with KHSD to apply for a four year CTE grant that has awarded FJH over \$200,000 to date. The grant has also contributed to our other CTE courses and an extensive CTE summer school provided in collaboration with KHSD. Three other courses are highly requested at FJH, Mock Trial, Introduction to Spanish, and Spanish 1. The Mock Trial elective has been an outstanding experience for students to investigate the field of law. Students research a trial, collaborate with our feeder high school, and put on a school showcase. This year FJH Mock trial has been invited to compete in the JV high school division. Similarly, the Spanish electives are of high interest to students. Students are introduced to the Spanish language and culture in the semester-long introductory course. The course is taught through games and a hands-on language acquisition process. Students who complete the year-long Spanish 1 course, connect with our feeder high schools and enter their freshman year in a second-year GATE Spanish class. Within the exceptional core classes and extensive elective career/fine arts pathways, Fruitvale Junior High School seeks to respond to the diverse needs of our developing students. Staff recognizes students as individuals with different backgrounds, cultures, viewpoints, and needs. Much like our vision for academic excellence, FJH strives to be excellent in the responsiveness of student, staff and community needs.

Social Equity

According to the self-study, Fruitvale Jr. High (FJH) staff believes that all students are provided equal access to high quality staff, resources (including technology), differentiated learning opportunities for all, and supports to help each student master grade level standards and achieve their maximum potential. In the last several years, based on the analysis of student progress, FJH

has evolved into a school that recognizes the diverse needs of each of its students and then provides a system that seeks to support each student. Whether it be an added academic or remedial program, intervention program, an extra elective, an afterschool program, or a school wide culture, Fruitvale ensures that all students have equal access to the best the school has to offer. The staff at FJH study their students and their successes at the end of each year and look for ways to improve the likelihood that all students will enter high school ready to succeed. Excellence in Academics is the staff's goal for all FJH students and each student is offered the core curriculum. To this end, there are a variety of programs to support students. Accelerated classes are available in both seventh and eighth grade for English/Language Arts , Mathematics, and Spanish. Additionally, the district provides transportation for several advanced 8 th graders who travel to the high school for geometry. Seventh graders are counseled about ongoing work, study and attendance habits and for those in danger of not graduating as 8 th graders, a self contained ELA/Math intervention class is in place. This "enrichment" gives students a ½ day of ELA and Math with the same teacher and allows to them to not only work on their academics, but develop positive study habits and strategies as well as address behavioral challenges that have previously hindered their progress. A focus on a multi-tiered system of support has established best first instruction, differentiation of instruction based on student progress, weekly classroom intervention based on standards mastery, study skills classes, push-in RSP support, and Special Day classes. A strong culture of collaboration between staff enables study skills, intervention and special education teachers to discuss student performance and needs of students while in other classrooms. A dynamic afterschool program includes tutoring for specific subject areas, a homework club for students needing a quiet place to complete assignments and a large sports program run in conjunction with a local recreation district. Early release Wednesdays provide one hour weekly for collaboration by departments or grade levels where they assess learning targets and plan instruction. Additional collaboration time is available through monthly staff meetings, quarterly minimum days and attendance at conferences. This strong culture of collaboration between staff also enables study skills, intervention and special education teachers to discuss student performance and needs of students while in other classrooms. Special education students are fully incorporated into interest based electives, physical education and applicable academic programs when appropriate. FJH staff perceives all students on campus as their shared group of students. Fruitvale Jr. High students have 1-1 devices in all classrooms and a focus is research and source validation/discrimination. Students are engaged in a variety of multi-media experiences and through them, learn collaboration, critical thinking, and digital citizenship. Multiple viewpoints are valued as students learn to express themselves through evidence based research. Student learning styles are taken into account as students are often offered a variety of choices in meeting assignment requirements, such as a video presentation, written report or short drama. Families are included in student progress and the week-long conference schedule allows for a joint discussion between students, their parents and each of their

teachers. Student study teams consist of both teachers and a student's parents, and translators are provided when necessary at both conferences and SST's. The multi-media center features computers for student use before, during and after school and represents a large collection of materials that are reflective of the cultural proficiency taught in the school. At the beginning of each school year, each department does a self-study based on the results of the CASPP test and district benchmarks to determine student achievement and necessary revisions to curriculum or instruction in order to better meet the needs of incoming students. The Principal uses multiple sources of data regularly for student placement, tracking progress of incoming students, determining amount of growth in a year's time and assisting teachers in improvement. The improvement process is reflected in the continued growth of students, particularly from the time they enter FJH to graduation. In addition to academic data reflection, staff analyzes behavioral data and discusses methods of improvement. Students are made acutely aware of expectations on campus. Fruitvale Jr. High has designed programs to affect outcomes for the whole child. Along with the Principal and Assistant Principal, there is a ½ time nurse, ½ time counselor and psychologist, campus supervisor and Intervention teacher available to address student needs. The "Culture of Respect" (COR) has become the school motto and COR assemblies teach students that everyone is worthy of the respect and dignity expected on campus and it is within their power to take care of their school. They learn about school rules, hurtful and helpful words, consequences and quarterly Good Behavior activities. Student leaders participate in the Safe School Ambassadors program and are excellent role models for the Culture of Respect. Additionally, staff provides regular classes on bullying, cyberbullying, internet safety, and suicide prevention. Although suspension still occur due to either extreme or repeated behaviors, FJH has significantly adjusted responses to behavioral infractions by utilizing multiple alternatives to suspension. Administration and staff examine the suspension data regularly to ensure no one group of students have any misrepresentation. Each student and behavior concern is approached individually. Staff seeks to find the root of a behavior or act rather than simply apply a universal consequence as once was the norm. For example, traditionally mutual combat was rewarded with an automatic suspension. At FJH we recognize that a few day away from school does not address the origination of the problem that occurred. Instead students who are involved in altercations or threats will often complete a peer mediation exercise in which they end up having deep conversations with their adversary often finding out that they are quite similar and end up friends. Students spend time analyzing the incident, discussing alternatives and self reflecting on their inappropriate contributions. These exercises produce significant results, rather than just a suspension/vacation from school. The administration works closely with the school counselor, parents and families as well as the special education team (when applicable) to provide support and intervention for students in need. This individualized approach to correcting student behavior has proven extremely beneficial. In the self study rubric staff indicated, with a 3.7 rating, that students and parents are informed of rules and know what will and does happen if students

break the rules. Students, staff and families know the expected components of our Culture Of Respect at FJH in regard to respect for others, respect for our school, respect for yourself, and respect for your educational path.

Organizational Support

Fruitvale Junior High School staff self-reported significantly high ratings in the area of Organizational Structures and Processes. Fruitvale School District Administration collaborate annually to data reflect and set vision for the district and sites. Annual data is shared with school sites and vision is collectively created. Fruitvale Junior High staff, in collaboration with administration, is responsible to set the school vision for the site as well as departments. The shared vision for 2016-17 included LCAP goals to continue the implementation of state standards, increase student connectedness, and increase parent and community partnerships. Our instruction specific goals were to focus on results, writing, close reading and mathematics. This year, 2017-18 we began our year with a detailed focus on Standards Based Instruction. The Self Study results that staff agrees with a self rating of 3.8 that our shared vision drives constant improvement. Just in the short first quarter of the year evidence of our narrowed focus is visible as every meeting, planning time and professional development opportunity is tailored around our vision of implementing Standards Based Instruction. The principal has and exercises the responsibility and authority to drive school improvement through clear communication of vision, coordination of internal leadership and utilization resident experts, as well as scheduling staff assignments and their follow up. The principal is the primary lead for professional development. The staff completed a deep dive into achievement results at the beginning of the school year. Data reflection was transparent between departments and teachers. Everyone on staff took responsibility for all students and subjects. Our successes in ELA and Math were celebrated and the efforts of all staff were recognized. Amidst celebration, we also took the opportunity to look for needs, areas where one staff member may have performed higher or lower, and used the time to have honest discussions about our current state and future needs. Through transparent conversations, steps for growth arise. The highest rating, 3.9, is in category 3 “The school is a community of practice in which learning, experimentation, and the opportunity for reflection is the norm.” The three subcategories are precise descriptors for the operations at FJH. Administration and department leadership fosters interdependent collaboration. Departments, grade levels, and heterogeneous mixtures across campus are regularly collaborating, questioning and sharing best practices with each other. Science and History communicate with ELA on the best writing strategies, asking for tools to use in their projects. Both grade levels in mathematics meet to make universal instructional decisions and evaluate current practice. Our elective teachers are implementing lessons to support our school wide standards focus on listening and speaking for both grade levels. “Learning is ongoing for everyone,” is 100% applicable to the culture of Fruitvale Junior High School and also was rated a 3.9 in the self study. Staff is encouraged to experiment,

take risks, learn and revise to improve instruction. We have a saying this year, "What have you tried lately?" that connects to our chalkboard theme, "Try, you have an eraser!" for the year. Annually our district creates banked time for professional development including early release Wednesdays weekly (providing one hour and twenty minutes), four minimum day dismissals (providing three hours and fifteen minutes each), and daily preparation periods in the junior high equalling forty-five minutes daily. Prior to the start of school the District provided excellent professional development with two paid days of training. The past two years have been the most valuable as they have been specifically connected to middle-grades instruction and tailored to our unique needs. This year we brought in Dr. Jill Hamilton-Bunch from Point Loma Nazarene University to work with staff on ELL strategies and focus on excellent first instruction. The District also brought in Dr. Nancy Akhavan of Fresno State's Education Doctoral program to provide insight and direction on Standards Based Instruction. This intense and high quality professional learning was exceptional. The District has extended support of FJH staff by allowing the principal to schedule additional days with Dr. Akhavan for Mathematics and ELA. A total of 50 substitute-provided staff planning days are scheduled and spread throughout the departments. Frutivale Junior High has strong partnerships with the larger educational system including the Kern High School District, Chevron, California State University Bakersfield, Point Loma Nazarene University and other local school districts. Continual communication is crucial between FJH and the four high schools our students feed into. One campus in particular welcomes four 8th grade students who start their day on the high school campus taking geometry before returning to FJH to complete their day. Articulation with KHSD includes preparation, recommendation and placement of students in high school courses as well as direct connection to career pathways through our elective offerings. Additionally FJH is in collaboration with KHSD on a CTE grant that provides supportive funds to several of our electives and summer school program. The past two summers FJH students traveled to the KHSD Regional Occupation Center facility for classes in Animal Science, Auto Technology, Auto Body, Auto Collision, Fire Safety, Computer Infrastructure, Robotics, and App Design. Four of the FJH electives are primarily funded and supported by our connection to Chevron. FJH is the very first junior high school to implement the pre-engineering electives provided by Chevron's Project Lead The Way program. Three staff have been certified in four of the PLTW courses that feed directly into the related high school courses. Chevron utilizes FJH as their model school to showcase the PLTW middle school program. Two local universities with teacher preparation and educational masters programs include CSUB and PLNU. FJH welcomes observers and student teachers from both universities on a regular basis. As we have adjusted to implement CCSS we have had mutually beneficial collaboration with surrounding districts including, site visits from McFarland, RCD planning with Rosedale Union School District and Next Generation Science Standard planning with the Panama Buena Vista School District. In the cycle of continued improvement, staff holds itself accountable with transparency in data sharing, instructional plan collaboration, and peer

observation. A minimum of once per quarter every staff member chooses a colleague and completes a peer observation. They intentionally self reflect and seek others who have a specific skill or strategy they would like to improve upon. Staff then get back together to share their findings and plan for future visits. A 3.8 rating in the area of perseverance and viewing barriers as challenges, not problems is exciting to ponder. The demographics of FJH have changed drastically in the past five years moving from a very small percentage of SED students to close to 47% of students currently receiving free or reduced lunch. The ELL population has traditionally consisted of two to three students, while this year we have enough for an ELAC. During data reflection all subgroups are recognized and considered, in a positive light. Although many in education may consider our changing campus as a barrier, the high expectation for Academic Excellence remains at Fruitvale Junior High School. Teachers truly believe all students can and will learn at FJH. Staff has recognized the differences, embraced needed adjustments to instruction, Tackled changes in content standards, and continue to collaborate to press on toward ongoing improvement. Families and the community are valued partners in setting the school's path toward high performance. FJH has an active Parent Teacher Organization who is involved across campus. The School Site Council reviews school performance data, as well as provides input in both SSC decisions and the formation of our District LCAP. Every year we offer many opportunities for families and the community to provide input, support and perspective on the trajectory toward high performance during conferences, parent universities, multiple committees, parent groups, student council events, concerts, productions, elective showcases, back to school nights, guided tours, and open house style events. Ultimately, the organizational structures and processes are a vision driven, student centered collaborative effort of all stakeholders with continued growth and student success at the forefront.