



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Aaron Cohn Middle
Principal	Ricky Stone
SIP Team Lead	Heather White
Grades Served	6-8
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input checked="" type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Ricky Stone	Principal
Stephan Lawrence	Assistant Principal or Dean
Rebecca Barden	Academic Dean
Lora Marstin	Teacher
Amanda Snipes	Teacher
Heather White	SWD Teacher (when applicable)
Donna Vaughn	Paraprofessional
Denisse Hale	Parent
Casey Thomas	Parent
Pratt and Whitney	Business/Community Partner
Midland UMC	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

The team will ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process through shared google working documents and surveys of students, parents and faculty.

OUR SCHOOL MISSION

District: Our Mission is to inspire and equip all students to achieve unlimited potential.

School: Opened in August, 2013, Aaron Cohn Middle School is named for Judge Aaron Cohn who served the citizens of Muscogee County for 46 years as a Juvenile Court judge. Our school is built on his legacy and the six pillars of his life; honesty, integrity, cooperation, kindness, respect, and fairness. Students are challenged to their maximum each day with engaging lessons that elicit them to volunteer their effort.

OUR SCHOOL VISION

The Muscogee County School District, as well as Aaron Cohn Middle School, is a beacon of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Personalized Learning	<ol style="list-style-type: none"> 1. Not all teachers are trained in personalized learning. 2. Personalized learning was impacted this school year due to the pandemic and digital instruction. 3. Professional learning on personalized learning was delayed due to the pandemic. 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. PBIS in the Classroom	<ol style="list-style-type: none"> 1. School wide expectations on how behavioral data should be collected was not uniformly implemented. 2. Professional learning on PBIS was impacted due to the pandemic. 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
3. Differentiation	<ol style="list-style-type: none"> 1. Due to several staff changes, additional PD on Differentiation is needed to ensure that all staff are utilizing differentiation strategies. 2. Due to the pandemic there are learning gaps that differentiation will be imperative to address. 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
4. Parental Involvement	<ol style="list-style-type: none"> 1. There was limited opportunities for parents to be involved in school activities due to the pandemic. 2. The majority of our parents are working parents. We need to look for ways to involve working parents. 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.

2. Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS	
District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
1. Personalized Learning	By May 2024, 100% will be trained in Targeted Instruction for Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, Core Four, Look for Walkthroughs and Personalized Learning Self Assessments.
2. PBIS in the Classroom	By May 2024, 90% of teachers will implement school wide and classroom PBIS expectations by utilizing the PBIS Rewards App, and incentivize positive behavior as measured by SWIS and or Infinite Campus.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2024, 100% will be trained in Targeted Instruction for Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, Core Four, Look for Walkthroughs and Personalized Learning Self Assessments.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Utilize Instructional applications during classroom instruction.	Strong: Data has indicated a strong relationship with instructional programs and student achievement.	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	Weekly Check Ins	Lesson Plans Walkthroughs TKES PLC Minutes Achieve 3000 Data Lexia Power Up Data IXL Data GMAS Data	Choose an item.
	Intended Outcomes:	Increase Lexile levels and math achievement levels					
Review Targeted Instruction with Trailblazers, review data from instructional applications.	Strong: Professional Development documentation	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	August- October 2021	PD Documentation	Choose an item.
	Intended Outcomes:	Review and renew Targeted Instruction practices.					
Introduce Targeted Instruction to new members, review with existing. Assign Trailblazers a teacher to mentor.	Strong: Professional Development documentation	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	August –October 2021	PD Documentation	Choose an item.
	Intended Outcomes:	Introduce Targeted Instruction to teachers who had not yet been trained. Assign a trailblazer to mentor as a way of providing support.					
Trailblazers and administration will conduct walkthroughs using the Core	Strong: walkthrough documentation	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	October 2021-April 2022	Walkthrough Documentation	Choose an item.

Four Look Fors to help guide teachers in their implementation of Targeted Instruction.	Intended Outcomes:	Provide positive feedback and encourage the use of targeted instruction within our classrooms.					
Students will participate in ACMS Grade Recovery	Strong: Grade Recovery Documentation	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	October 2021-April 2022	Grade Recovery Sign In	Choose an item.
	Intended Outcomes:	Support Students academically meeting individual targeted needs.					
Teachers will completed a self-evaluation on the implementation of Targeted Instruction within their classroom.	Promising: Self evaluations are subjective and should be used with other documentation.	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Teacher, Academic Dean	August/December/May	Self-evaluation results and Walkthrough documentation.	Choose an item.
	Intended Outcomes:	Provide Feedback to help maintain teachers are on the right path with implementation of Targeted Instruction.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2024, 100% will be trained in Targeted Instruction for Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, Core Four, Look for Walkthroughs and Personalized Learning Self Assessments.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
In order to help with the implementation of Targeted Instruction, Departments will review their instructional data to better provide Targeted Instruction to our students.	Moderate: With several new staff in the building the department chairs will be tasked with helping the teachers to review their data and successfully implement Targeted Instruction.	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	Weekly PLC's	Lesson Plans, Walkthroughs, TKES, PLC Minutes Surveys	Choose an item.
	Intended Outcomes:	Teachers, through department collaboration will be better able to					
Trailblazers will meet with their mentee teachers to review their implementation of Targeted Instruction	Strong: We have a strong Trailblazer team of teachers at ACMS	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	January 2022-May 2022	Trailblazers minutes/ Feedback from Walkthroughs	Choose an item.
	Intended Outcomes:						
Teachers will complete a self-evaluation on the implementation of Targeted Instruction within their classroom.	Promising: Self evaluations are subjective and should be used with other documentation.	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Principal, Assistant, Academic Dean, Teachers	January 2022-May 2022	Self-evaluation results and Walkthrough documentation.	Choose an item.
	Intended Outcomes:						
	Intended Outcomes:						Choose an item.

	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
<p>If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.</p>							
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SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2024, 90% of teachers will implement school wide and classroom PBIS expectations by utilizing the PBIS Rewards App, and incentivize positive behavior as measured by SWIS and or Infinite Campus.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Administrators, teachers, and students not already established will be sorted into the school House System and begin collaboratively developing and implementing classroom and school expected behaviors.	Strong: Established ACMS House System. Canvas course and teacher assignments based on school wide expectations	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Fall 2021	Canvas Course, Teacher Monitoring from SWIS, Classroom and School Matrices	Choose an item.
	Intended Outcomes:	Classroom and School level Matrices will be developed and implemented.					
Administrators, teachers, and students will implement schoolwide rules and expectations	Promising: Canvas course teacher assignments	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Fall 2021	Canvas Course, Teacher Monitoring from SWIS, Classroom and School Matrices	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school wide appropriate					
Professional Development by our PBIS team on evidence based classroom practices through Canvas training and/or individual or group	Strong: Canvas course, observations	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Quarterly	Canvas Course, Teacher Monitoring from SWIS, Classroom and School Matrices, PD sign in sheets	Choose an item.
	Intended Outcomes:	Teachers learn more evidence based classroom practices for implementing PBIS					

instructions throughout the 2021-2022 school year.							
Students will participate in Social-Emotional Learning curriculum to reinforce PBIS behaviors within the school setting	Moderate: SEL lessons in Canvas	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Weekly throughout the 2021-2022 school year	SEL Lessons in Canvas.	Choose an item.
	Intended Outcomes:	Students will build relationships and gain a greater understanding of positive behaviors.					
Teachers will consistently utilize the PBIS App to incentivize positive behaviors for individual students.	Strong: Teacher Usage	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Monthly App monitoring and point counts	PBIS Rewards App	Choose an item.
	Intended Outcomes:	Students are consistently rewarded for positive behavior throughout the year.					
Teachers will utilize Multi-Tiered System of Supports (MTSS)	Strong: Moving Students along tiered continuum	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Monthly App monitoring and point counts	SWIS and SST Referrals	Choose an item.
	Intended Outcomes:	To support students academically and behaviorally.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal: By May 2024, 90% of teachers will implement school wide and classroom PBIS expectations by utilizing the PBIS Rewards App, and incentivize positive behavior as measured by SWIS and or Infinite Campus.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Teachers and Staff will continue to utilize the PBIS app to incentivize positive behaviors.	Strong: Teacher App Usage	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Daily/Monthly monitoring of PBIS App	Canvas Course, Teacher Monitoring from SWIS, Classroom and School Matrices	Choose an item.
	Intended Outcomes:	Teachers will continue to utilize the PBIS app to recognize desired behaviors.					
Professional Development on best practices for utilizing PBIS strategies within the classroom setting	Strong: Canvas course and group Professional development from our PBIS team	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Spring 2022	Canvas Course, Teacher Monitoring from SWIS, Classroom and School Matrices	Choose an item.
	Intended Outcomes:	Teachers will have a functional understanding of PBIS expectations in order to instruct students on school wide appropriate behaviors.					
Teachers will utilize the PBIS framework for classroom management with focus on positive reinforcement	Moderate: Consistency within individual classrooms can be difficult to monitor.	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Throughout the 2021-22 school year.	Canvas Course, Teacher Monitoring from SWIS, PBIS app and TKES walkthroughs	Choose an item.
	Intended Outcomes:	Teachers will use evidence based classroom practices for implementing PBIS.					
Students will participate in Social-Emotional learning curriculum to reinforce PBIS behaviors within the school setting	Moderate: SEL lessons in Canvas	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Apart A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Weekly SEL Lessons	SEL Lessons in Canvas.	Choose an item.
	Intended Outcomes:	Students will build relationships and gain a greater understanding of positive behaviors.					

Teachers will utilize Multi-Tiered System of Supports (MTSS)	Strong: Moving Students along tier continuum	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Part A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	Monthly App monitoring and point counts	SWIS, SST Referrals	Choose an item.
	Intended Outcomes:	To support students academically and behaviorally.					
Teachers and Staff will begin to implement a school store related to PBIS points.	Moderate: This will be the first time having a school store related to PBIS	Economically Disadvantaged Race/Ethnicity/Minority Students with Disabilities	Title II, Part A	Administrators, PBIS Coach, Teachers, Academic Dean, Teachers	August 2021-May 2022		Choose an item.
	Intended Outcomes:	To support students academically and behaviorally.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	SIP Review/Instructional Data Review/ACMS House System/PBIS Update/Personalized Learning – Targeted Instruction(Trailblazers & Onboarding Teachers)	Targeted Instruction/ PBIS	Title II A	PD Sign in Sheets/LT Minutes/PLC Minutes/PL Self-Evaluations/Walkthroughs & PL Look For Observations/Instructional and Discipline Data
PD Day #2	SIP Update/Instructional Data Review/Discipline Data/PBIS Update/PL-Targeted Instruction(Trailblazers & Onboarding Teachers)	Targeted Instruction/ PBIS	Title II A	PD Sign in Sheets/LT Minutes/PLC Minutes/Walkthroughs & PL Look For Observations/Instructional and Discipline Data
PD Day #3	SIP Update/Instructional Data Review/Discipline Data/PBIS Update/PL-Targeted Instruction(Trailblazers & Onboarding Teachers)	Targeted Instruction/PBIS	Title II A	PD Sign in Sheets/LT Minutes/PLC Minutes/Walkthroughs & PL Look For Observations/Instructional and Discipline Data
Additional PD				

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1				
PD Day #2				
PD Day #3				
Additional PD				

REQUIRED QUESTIONS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

Stakeholders were able to contribute to the review of the 2020-2021 School Improvement Plan through monthly leadership and PIE/PTO/LSC meetings. The team's advice was sought on the refined plan for the 2021-2024 school years. Each goal and action step was reviewed to optimize the benefit for Aaron Cohn Middle School.

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.

Our school takes great pride in our use of positive behavior and PBIS strategies. Discipline is reviewed monthly during leadership meetings and grade level PLC's. Teachers are provided strategies, including the use of the PBIS app, to reduce the number of discipline referrals. Special attention is paid to subgroups and data is reviewed for students to address trends.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Students will participate in Social/Emotional Learning programs in order to support the safety and wellbeing of our students.

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

Aaron Cohn provides opportunities for upcoming 6th grade students to interact and learn about the school through structured activities and announcements. Fifth Grade students prior to COVID-19 were allowed to attend end of the school year band and orchestra concerts as well as touring the school building. Incoming 6th graders were also allowed a night before school began to walk their schedules and to practice their lockers. We welcome representatives from the various high schools to come and meet with our students and athletes to discuss the transitions to high school.