Ida S. Baker High School

2021-22 Schoolwide Improvement Plan

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Ida S. Baker High School

3500 AGUALINDA BLVD, Cape Coral, FL 33914

http://ibh.leeschools.net/

Demographics

Principal: Jami Covert

Start Date for this Principal: 8/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Ida S. Baker High School community will provide students with a challenging comprehensive education using real life applications that will prepare them to be active participants in an ever increasing technological world.

Provide the school's vision statement.

Ida S. Baker envisions a dynamic collaborative multicultural school community where students come to learn and become active members in the community.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Covert, Jami	Principal	
Iandoli, James	Assistant Principal	
Massey, Tamika	Assistant Principal	
Hanrahan, Patrick	Teacher, Career/Technical	
Silva, Sandra	Teacher, Career/Technical	
Donnelly, Walter	Instructional Coach	
Schluessler, Cathy	Teacher, K-12	
Van Horn, Rene	Teacher, K-12	
Cotrell, Kaitlyn	Teacher, K-12	
Bowden, Dayna	Teacher, K-12	
Koppen, Thomas	Teacher, K-12	
d'Albenas, Kimberly	School Counselor	
Johnson, Jill	Assistant Principal	
Morgan, Kristina	Assistant Principal	

Demographic Information

Principal start date
Thursday 8/12/2021, Jami Covert

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

2

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

14

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,930

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

10

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

11

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	536	469	467	419	1891
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	96	78	90	63	327
One or more suspensions	0	0	0	0	0	0	0	0	0	43	24	30	15	112
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	75	95	68	248
Course failure in Math	0	0	0	0	0	0	0	0	0	14	26	71	56	167
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	104	100	100	108	412
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	105	142	147	84	478
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	109	130	161	120	520

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	448	454	403	403	1708
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	29	22	44	125
One or more suspensions	0	0	0	0	0	0	0	0	0	39	30	35	31	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	41	39	61	147
Course failure in Math	0	0	0	0	0	0	0	0	0	4	26	45	79	154
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	94	63	68	81	306
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	44	79	85	281

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	66	74	110	325

The number of students identified as retainees:

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

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	448	454	403	403	1708
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	29	22	44	125
One or more suspensions	0	0	0	0	0	0	0	0	0	39	30	35	31	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	41	39	61	147
Course failure in Math	0	0	0	0	0	0	0	0	0	4	26	45	79	154
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	94	63	68	81	306
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	44	79	85	281

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	66	74	110	325

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	55%	56%	55%	55%	56%
ELA Learning Gains				46%	49%	51%	48%	50%	53%
ELA Lowest 25th Percentile				36%	37%	42%	38%	42%	44%
Math Achievement				51%	50%	51%	54%	54%	51%
Math Learning Gains				42%	45%	48%	42%	43%	48%
Math Lowest 25th Percentile				49%	43%	45%	40%	43%	45%
Science Achievement				61%	62%	68%	51%	70%	67%
Social Studies Achievement				74%	67%	73%	65%	66%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	54%	51%	3%	55%	-1%
Cohort Comparison						
10	2021					
	2019	47%	48%	-1%	53%	-6%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	56%	4%	67%	-7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	64%	10%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	59%	-16%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	50%	8%	57%	1%

Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	153/43.3	143/34.5	153/37.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/13.5	3/8.1	4/11.1
	English Language Learners	0/0	1/5.6	1/5.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	176/42.6	114/67.1	113/66.9
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6/12.5	8/16	8/15.7
	English Language Learners	7/31.8	6/27.3	3/13
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	143/66.8	169/77.2	194/89
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	3/50	4/66.7	4/66.7
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	171/44.5	143/34.5	153/37.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/14.3	2/5.1	4/10.3
	English Language Learners	0/0	1/4.5	1/4.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/26.1	64/21.4	64/24.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/13.2	3/7.5	5/11.4
	English Language Learners	4/23.5	0/0	4/20
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	44/29.1	60/37.5	84/52.2
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/12.9	9/28.1	14/41.2
	English Language Learners	5/27.8	6/33.3	8/47.1
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/100	2/66.7	2/66.7
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	112/35.3	175/50.9	186/54.4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/15.6	8/23.5	9/25
	English Language Learners	1/6.3	1/6.3	3/16.7
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	112/35.3	175/50.9	186/54.4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	1/6.3	1/6.3	3/16.7
	English Language Learners	5/15.6	8/23.5	9/25

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0/0	0/0	0/0
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	1/50	2/40	3/75
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	25	25	16	19	9	20	22		85	15
ELL	30	37	30	29	39	23	30	38		97	42
BLK	37	40	29	47	36	33	53	60		93	38
HSP	46	41	33	41	29	20	49	51		96	57
MUL	42	47		31	31		46	54			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	50	47	41	47	36	29	56	55		93	63
FRL	42	40	27	40	29	27	48	49		91	50

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	31	24	32	33	50	24	45		87	22
ELL	21	40	39	40	42	40	29	39		83	50
ASN	50	50									
BLK	53	41		46	33		78	63		91	52
HSP	49	48	35	51	46	50	56	67		93	58
MUL	53	54		48	33		67			92	73
WHT	52	44	36	52	41	48	64	78		96	61
FRL	48	44	30	51	42	46	54	68		94	53

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	31	28	27	33	29	27	32		85	26
ELL	15	36	32	21	26	29	26	45		90	50
ASN	75	69		55	27						
BLK	44	45	43	33	30	36	32	50		96	45
HSP	47	42	34	53	42	36	46	65		95	56
MUL	57	50		47	31					92	64
WHT	60	52	40	58	45	45	54	64		94	61
FRL	51	46	35	46	36	31	45	64		93	55

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across grade level in ELA we see a decrease in proficiency in grade 10. For Math, Algebra is trending down. Our SWD and ELL subgroups score lower for ELA and Math proficiency. Core area weakness greatest in ELA grade 10 and Algebra.

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

Algebra and ELA grade 10 show the greatest needs for improvement.

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

Contributing factors for grade 10 ELA include an increased number of ELL students. Actions includes school wide literacy strategies to assist with proficiency.
Contributing factors for Algebra include change in math progression and scheduling.. Action for Algebra is to provide additional instructional time with a double block.

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

Biology and US History both showed improvement

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

For Biology and US History, spiraling of standards and utilizing district monitoring tools to identify academic deficiencies.

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

Literacy and High Yield Strategies will be implemented school wide through Cross Curricular PLC work.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Providing monthly literacy training to all teachers which are supported through PLC.

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

Utilizing data boards monthly to track progress and proficiency of standards as well as admin walk through to ensure literacy and high yield strategies are being implemented.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

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

Areas of concern are vandalism and tobacco. Increased security in the school and changed coverage assignments to have security in high needs areas. Concerns are addressed with school community through a monthly session to reinforce school culture and expectations. Students are encouraged through a state reporting system.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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

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

Ida S. Baker High School addresses positive culture and building one through AVID and Bulldogs Connect, our mental health/mentoring Wednesdays. During that time students work on mental health topics with teachers and then a mentor time occurs where teachers review grades, attendance and other student concerns that may need addressing. The mentor period is alpha by grade level so that building relationships

can happen between students and teachers that the student may not have for a class, therefore enhancing the number of positive connections students will have during school.

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

Stakeholders are from our SAC committee, booster clubs and our CAB committee which is a career board to build relationships with the community through business mentorships and internship that are in conjunction with our academy programs. Their roles are to expand our community base, and give input into programs and issues facing the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

Total:	**$0.00**