Monarch High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Monarch High School

5050 WILES RD, Coconut Creek, FL 33073

[no web address on file]

Demographics

Principal: James Cecil

Start Date for this Principal: 7/19/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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	2021-22: B (56%) 2018-19: B (55%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Broward 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.

Table of Contents

Monarch High School

5050 WILES RD, Coconut Creek, FL 33073

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of our school is the same as the district. Educating all students to reach their highest potential.

Provide the school's vision statement.

The vision of our school is the same as the district. Educating today's students to succeed in tomorrow's world.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cecil, James	Principal	Direct and manage instructional program and supervise operations and personnel at the school level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all school activities.
Lang, Kay	Assistant Principal	Assist the principal in providing vision and leadership. Develop, administer, and monitor educational programs. Demonstrate the knowledge and practice of current educational trends. Communicate with all stakeholders. Supervise curriculum and instruction, encourage, and monitor differentiated instruction, and develop and monitor professional learning communities.
Lopatin, Ross	Assistant Principal	Assist the principal in providing vision and leadership. Develop, administer, and monitor educational programs. Demonstrate the knowledge and practice of current educational trends. Communicate with all stakeholders. Supervise curriculum and instruction, encourage, and monitor differentiated instruction, and develop and monitor professional learning communities.
May, Kenneth	Assistant Principal	Assist the principal in providing vision and leadership. Develop, administer, and monitor educational programs. Demonstrate the knowledge and practice of current educational trends. Communicate with all stakeholders. Supervise curriculum and instruction, encourage, and monitor differentiated instruction, and develop and monitor professional learning communities.
Sweeting-Miller, Moira	Assistant Principal	Assist the principal in providing vision and leadership. Develop, administer, and monitor educational programs. Demonstrate the knowledge and practice of current educational trends. Communicate with all stakeholders. Supervise curriculum and instruction, encourage, and monitor differentiated instruction, and develop and monitor professional learning communities.
Hawkins, Shelley	Reading Coach	Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement, support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. The coach also builds teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.
Vickers, Becky	Other	Works for the research arm of the Florida Legislature. The office provides data, evaluative research, and objective analyses that assist legislative budget and policy deliberations.

Demographic Information

Principal start date

Tuesday 7/19/2022, James Cecil

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

107

Total number of students enrolled at the school

2,344

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	669	655	594	627	2545
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	267	277	326	453	1323
One or more suspensions	0	0	0	0	0	0	0	0	0	110	69	46	29	254
Course failure in ELA	0	0	0	0	0	0	0	0	0	106	127	123	58	414
Course failure in Math	0	0	0	0	0	0	0	0	0	48	151	138	83	420
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	123	147	83	37	390
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	111	176	66	12	365
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	4	4	4	5	17

Using the table above, complete the table below with the number of students by current grade level who have 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	217	207	204	169	797

Using current year data, complete the table below with the number of students identified as being "retained.":

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	81	81
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	1	11	18

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents 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	0	0	0		

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	52%	51%				54%	57%	56%
ELA Learning Gains	53%						49%	52%	51%
ELA Lowest 25th Percentile	42%						43%	45%	42%
Math Achievement	32%	41%	38%				46%	51%	51%
Math Learning Gains	52%						43%	44%	48%
Math Lowest 25th Percentile	53%						42%	43%	45%
Science Achievement	52%	35%	40%				66%	66%	68%
Social Studies Achievement	66%	51%	48%				71%	71%	73%

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

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
2022					
2019	64%	67%	-3%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	67%	2%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	61%	-21%	61%	-21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	56%	-5%	57%	-6%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	40	33	18	38	40	29	44		98	27
ELL	29	52	42	20	54	46	30	37		92	47
ASN	73	68		52	53		83	69		96	79
BLK	38	49	39	24	54	60	41	59		92	45
HSP	49	53	49	29	51	52	46	66		93	54
MUL	60	58		44	50		58	86		87	69
WHT	58	53	35	39	50	41	64	66		97	70
FRL	44	53	47	27	50	52	45	63		92	53
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	22	38	31	16	12	20				97	42
ELL	29	45	48	21	14	16	20			94	44
ASN	64	48		44	21					100	85
BLK	40	45	46	20	15	17				98	52
HSP	46	45	42	26	14	20	52			96	54
MUL	50	38		14	8					100	56
WHT	62	51	45	30	11	8	50	64		98	68
FRL	43	46	45	24	10	12	38	50		96	56
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	27	39	38	27	39	41	49	45		97	13
ELL	29	40	38	39	45	55	56	55		89	29
ASN	72	56		77	35		69	91		92	55
BLK	44	44	42	40	40	33	59	63		91	37
HSP	53	47	40	42	40	41	62	69		96	41
MUL	59	68	55	28	60		71	72		100	50
WHT	59	50	48	53	47	46	72	74		99	50
FRL	47	48	44	44	44	50	66	64		96	39

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
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	44
Total Points Earned for the Federal Index	592

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, 51 percent of our students were proficient on the last ELA assessment. All subgroups have made progress with the exception of our students with disabilities. The math achievement level is 30 percent which is slightly higher that the year before. The science achievement level is 52 percent and the social studies achievement level is 66 percent. Each area increased on average over 5 to 10 percent.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our ELA students with disabilities demonstrate our greatest need for improvement. In 2017-2018 our proficiency level was 26 percent and increased by 1 percent in 2018-2019 to 27 percent. After COVID our numbers have dropped and we are now at 21 percent proficiency in 2021-2022.

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

Some of the contributing factors for this need for improvement are attendance issues and lack of skills. Our students with disabilities are in a reading class and an English class so they are working on the standards and skills in both classes. We will work closely with the families to ensure that the students are in attendance. Chronic absenteeism for our students with disabilities was 15.6 percent. We will also utilize an online program, Study Island, to help them improve their skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that showed the most improvement was social studies. The achievement level increased from 46 percent in 2020-2021 to 66 percent in 2021-2022.

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

The contributing factors for this improvement was incorporating literacy skills into the curriculum. New actions including progress monitoring the students (reviewing formative and summative assessments) and differentiating the instruction to meet the needs of the students.

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

In order to accelerate learning several things need to be done. We have to differentiate the instruction based on the data and provide students with more opportunities to work on the skills.

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.

Professional development opportunites would need to be provided to the teachers in differentiating instruction. This would allow the teachers to better meet the needs of their students and this will lead to increased student achievement.

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

In order to sustain improvement in the next year and beyond we need to have a systematic approach to addressing the needs of the students. Set academic goals with the students, have academic chats with the students, personalize the learning for the students, make the learning relevant for the students, and provide detailed and timely feedback to the students on their work.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our SWD students scored at 39 percent on the Federal Index, which is below the 41% Federal Index for achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, the SWD subgroup will score 41 percent or above on the Federal Index per the 2023 statewide end of year assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Achievement data in each of the assessed areas will be reviewed and adjustments will be made to instruction.
Person responsible for monitoring outcome:	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus will be utilizing the Study Island program. The program is standards based and will give students the tools and the knowledge to make connections across all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We have used Study Island in our English classes and have seen results in student achievement. By having our students with disabilities work more with the program will allow them to get extra practice on the standards and skills.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

Check the renewal of the Study Island subscription.

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

Provide the Support Facilitators with training on using the Study Island program.

Person Responsible	Shelley Hawkins (shelley.l.hawkins@browardschools.com)

The Support Facilitators will monitor the students progress on the online assignments and use the data to develop strategies to assist the students with the skills.

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

The Support Facilitators will assist the core teachers in providing remediation lessons that focus on the standards.

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

The Literacy coach will meet with the students and provide one-on-one coaching and remediation on the standards.

Person Responsible	Shelley Hawkins (shelley.l.hawkins@browardschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In 2021-2022 students taking the FSA ELA Assessment scored 51 percent proficiency. There was no growth as the scores remained the same from 2020-2021.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June of 2023, students taking the ELA state assessment will achieve proficiency levels of 56 percent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored utilizing the HMH Growth Assessments, the State Assessment PM1 and PM2, and the Common Formative Assessments.
Person responsible for monitoring outcome:	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus will be comprehension. Comprehension is the understanding and interpretation of what is read.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to be successful and achieve proficiency levels, students need to be able to accurately understand written material and need to be able to decode what they read. Students also need to make connections between what they read and what they already know, and think deeply about what they have read.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review the results of the HMM Growth Assessments with the department chair and teachers and make instructional adjustments.

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

Review the results of the State Assessment PM1 and PM2 with the department chair and teachers. The data will be used to make instructional adjustments

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

Teachers will conduct data chats with the students.

Person Responsible	Shelley Hawkins (shelley.l.hawkins@browardschools.com)

Administrator will conduct data chats with the department chair and teachers.

Person Responsible	Moira Sweeting-Miller (moira.sweeting-miller@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Building a positive school culture and environment is important to the meeting the needs of the school. We have an open door policy for the entire school. The principal, assistant principals, department chairs, teachers, and staff all have an open door policy for individuals to come and voice concerns or just talk. Our vision and mission is at the core of what we do at the school and our focus is on student achievement. Student achievement looks different in all aspect of the school and encompasses achievement on assessment, college and career readiness, achievement in extra and co-curricular activities, and volunteer opportunities.

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

There are several stakeholder groups that serve to promote a positive school culture and environment. They are listed below.

The teachers and staff - by effectively communicating with the parents and other stakeholders teachers and staff foster an inviting environment conducive to learning.
The parents - by getting involved with our student groups, booster clubs, and volunteering on various committees parents enrich the school environment with their expertise and assistance.
Community partners - by getting involved with the school and sitting on school committees community partners bridge the gap between the school and the community. They provide service learning opportunities for the students and also give back to the school engaging in mentoring opportunities.