

Orange County Public Schools

# William R Boone High



## 2022-23 Schoolwide Improvement Plan

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**William R Boone High**

1000 E KALEY ST, Orlando, FL 32806

<https://boonehs.ocps.net/>**Demographics****Principal: Hector Maestre**

Start Date for this Principal: 7/25/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (61%) 2018-19: A (66%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

## 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](http://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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**William R Boone High**

1000 E KALEY ST, Orlando, FL 32806

<https://boonehs.ocps.net/>**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	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

**School Grades History**

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

**School Board Approval**

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**SIP Authority**

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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.

OCPS Mission - With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

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

OCPS Vision - To ensure every student has a promising and successful future.

### 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
Jacobson, Kimberly	Assistant Principal	API
Mixson, Candice	Assistant Principal	ESE, Acceleration
Morales, Amy	ELL Compliance Specialist	
Windt, Joe	Dean	
Williams, Jerry	Dean	
Maestre, Hector	Principal	
Bals, Jennifer		
Yelensky, Sarah	Instructional Coach	
Hance, Cameron	Assistant Principal	
Torres, Jessica	Assistant Principal	

### Demographic Information

#### Principal start date

Monday 7/25/2022, Hector Maestre

**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.*

5

**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.*

19

**Total number of teacher positions allocated to the school**

168

**Total number of students enrolled at the school**

2,800

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

13

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

11

**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	693	675	761	660	2789	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	171	231	327	288	1017	
One or more suspensions	0	0	0	0	0	0	0	0	0	49	71	57	31	208	
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	23	65	63	162	
Course failure in Math	0	0	0	0	0	0	0	0	0	12	53	70	47	182	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	167	130	173	0	470	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	140	130	193	63	526	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	153	165	239	106	663

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	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	7	4	18	



**Date this data was collected or last updated**

Sunday 7/24/2022

**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	645	782	709	711	2847	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	140	243	200	212	795	
One or more suspensions	0	0	0	0	0	0	0	0	0	21	52	40	35	148	
Course failure in ELA	0	0	0	0	0	0	0	0	0	112	140	132	108	492	
Course failure in Math	0	0	0	0	0	0	0	0	0	121	100	100	136	457	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	155	94	98	441	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	102	130	88	50	370	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	213	186	102	100	601	

**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	165	214	168	185	732

**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	1	5	5	10	21	

**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	645	782	709	711	2847
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	140	243	200	212	795
One or more suspensions	0	0	0	0	0	0	0	0	0	21	52	40	35	148
Course failure in ELA	0	0	0	0	0	0	0	0	0	112	140	132	108	492
Course failure in Math	0	0	0	0	0	0	0	0	0	121	100	100	136	457
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	155	94	98	441
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	102	130	88	50	370
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	213	186	102	100	601

#### 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	165	214	168	185	732

#### 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	1	5	5	10	21

## 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	59%	49%	51%				67%	55%	56%
ELA Learning Gains	57%						59%	53%	51%
ELA Lowest 25th Percentile	45%						42%	40%	42%
Math Achievement	39%	36%	38%				53%	43%	51%
Math Learning Gains	51%						60%	49%	48%
Math Lowest 25th Percentile	49%						61%	46%	45%
Science Achievement	68%	31%	40%				78%	70%	68%
Social Studies Achievement	76%	43%	48%				82%	73%	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	75%	67%	8%	67%	8%
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	79%	69%	10%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	63%	-13%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	53%	-1%	57%	-5%

## 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	16	36	31	18	44	50	38	37		88	29
ELL	23	53	49	28	47	41	47	32		96	59
ASN	59	62		55			69	93		100	58
BLK	40	55	48	33	54	61	54	63		96	50
HSP	50	54	47	33	48	45	59	60		98	68
MUL	63	58		41	58		74	100		91	76
WHT	70	61	43	50	54	49	80	90		98	77
FRL	48	55	44	32	45	44	58	62		95	65
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	12	26	24	16	20	17	35	46		94	26
ELL	24	52	53	28	35	36	45	29		100	55
ASN	70	76					82	100		100	78
BLK	42	50	46	28	24	29	58	73		99	47
HSP	46	50	41	28	32	31	57	59		99	63
MUL	71	62		31	8		72	91		100	69
WHT	73	60	49	49	33	19	83	85		98	79
FRL	45	50	41	28	27	29	56	63		98	58
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	22	35	37	25	49	52	48	52		90	27
ELL	25	43	39	27	57	59	38	48		96	70
ASN	84	79		58			95	91		97	90
BLK	48	55	46	39	57	61	66	72		100	40
HSP	54	52	43	44	60	66	66	72		96	60
MUL	68	61		41	64		75	86		100	72
WHT	80	65	40	66	61	54	88	90		99	68
FRL	52	52	42	43	60	64	65	71		97	58

## 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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	659
Total Components for the Federal Index	11
Percent Tested	98%
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	47
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	71
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	55
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	55
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
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	54
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?

Across all six state tested subjects our ELL students performed significantly lower than our students with disabilities.

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

Our Algebra one scores continue to perform lower than all other state tested areas.

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

There needs to be purposeful support provided to our ELL students, including training on instructional strategies for these students. Additionally, Algebra teachers need to build in time in lesson plans for foundational skills review (multiplication tables, etc)

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

Our US History scores improved and continue to be our highest performing area. This shows our students are able to use reading skills in order to answer questions on US History content.

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

Our students with disabilities improved the most compared to last year's performance. On some state tests, these students performed higher than our overall average. We developed a support facilitation schedule that ensured all students received the support needed in these areas. In addition, our learning strategies teachers incorporated tools to support math and reading goals of each student with weekly monitoring checks.

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

This year we will use our interventionist to try to close the achievement gap in both math and english. Closing these achievement gaps will support the reading necessary to improve our Biology and US History scores.

**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.**

We have added to our staff an Instructional Coach The instructional coach will be working with the Interventionist PLC to teach them how to gather and review data on their students and develop plans to support. Additionally, the interventionist will be participating in the PLC meetings to offer support to teachers. Lastly, our instructional coach and assistant principals have developed a professional development calendar that will be purposeful in supporting instruction and directed at specific needs during the school year.

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

We have incorporated data talk tools to assist PLCs in having focused conversations.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Student Engagement****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

We found students that were unsuccessful during the school year but performing above level 3 on state assessments. During class walk students were looking at their computer instead of collaborating with peers and interacting with the teacher. Lastly, we have many students that roam campus or skip core classes.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We plan to see a decrease in D's and F's with our 9th grade cohort by 30%. By decreasing the number of D's and F's more students will be ready for postsecondary education and to reach their postsecondary goals.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

We will pull grade reports at the end of each 9 weeks to identify students that may need extra motivation.

**Person**

**responsible for monitoring outcome:**

Sarah Yelensky (sarah.yelensky@ocps.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Our pre-planning theme is re-engaging the engagement. All professional development being offered during pre-planning is geared toward getting students engaged. Our PLCs will be focusing on collaborative class settings and incorporating strategies that support engagement versus compliance. PLCs will be visiting our ELA classrooms that use a house point system to get all students to participate. Professional development throughout the school year will support teachers in engaging students.

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Collaborative environments have shown to increase engagement and cognitive awareness.

**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.



Mixson to pull 9 weeks grade reports to monitor students in need  
Yelensky to continue to work in PLCs on mastery grading practices

**Person Responsible** [no one identified]

## #2. ESSA Subgroup specifically relating to English Language Learners

### Area of Focus

#### Description and

#### Rationale:

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Our ELL students performed drastically lower than all other ESSA groups on all state testing.

### Measurable Outcome:

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will see a 10% increase in the percentage of proficient ELL students on Algebra EOC.

### Monitoring:

**Describe how this Area of Focus will be monitored for the desired outcome.**

We will monitor ELL students on monitoring assessments, identify students that are struggling and develop a plan with our interventionist to support these students.

**Person responsible for monitoring outcome:**

Jessica Torres (jessica.torres@ocps.net)

### Evidence-based

#### Strategy:

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Our interventionist will begin with a push in model and based on data from first monitoring assessment may incorporate a pull out session with the students. We will also incorporate our ESOL paras in the support of our ELL students. Additionally, we will offer professional development sessions on instructional strategies proven to support ELL students beginning during pre-planning week.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this strategy.**

These students need extra support to close the achievement gap and our teachers need additional strategies to support these students.

### 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.

Yelensky to monitor Interventionist support and assist with plans to assist students  
Morales to work with ELL Paras on schedule to support students

**Person Responsible** [no one identified]

**#3. Positive Culture and Environment specifically relating to Staff Morale****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Staff morale is down across the profession. We had 13 staff members leave and 5 were outside of education.

**Measurable****Outcome:****State the specific  
measurable**

**outcome the school plans to achieve.**

We plan to see staff rate higher on Google Form as the year progresses

**This should be a data based, objective outcome.**

**Monitoring:****Describe how this  
Area of Focus will  
be monitored for  
the desired  
outcome.**

We will provide a Google Form to teachers at pre-planning and the end of each nine weeks to see how they rate questions related to morale.

**Person responsible  
for monitoring  
outcome:**

Candice Mixson (candice.mixson@ocps.net)

**Evidence-based  
Strategy:****Describe the  
evidence-based  
strategy being  
implemented for  
this Area of Focus.**

We will incorporate our faculty teams for school-wide challenges to earn points. This will bring teacher together outside of the classroom to build relationships. Additionally, we will provide PDs that help teachers feel supported and potentially take work off their shoulders. We have an instructional coach that will also alleviate some of the work from the teachers. We will use surveys that ask teachers what they need and develop action plans to provide them with those needs

**Rationale for  
Evidence-based  
Strategy:****Explain the  
rationale for  
selecting this  
specific strategy.  
Describe the  
resources/criteria  
used for selecting  
this strategy.**

Many teachers are feeling overworked and not support. Additionally, we want them to be invested in our school they do want to leave.

**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.

Mixson to monitor staff survey

Reyes to build in our faculty team activities that bring staff together

**Person  
Responsible**

[no one identified]

### **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.**

Our school will continue with district approved SEL lessons and trainings. Additionally, we have incorporated a Google Form called Braves Speak. This allows students to submit something suspicious, report if they are worried about a friend, or need someone to talk to. This is monitored by our admin team and students are called down to address. Using this form will make it easier for students to report and share when in need.

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

We have a very strong mental health team on campus. Our SAFE coordinator and Social Worker have a strong system to support our students' needs. They are looking for the district to provide them any guidance on systems that may need to be edited to support our students.