

Date	Value Statement	Action step 1	Action step 2	Action Step 3	Positive Achievements	Strand
1	Enice faculty and staff value a school community that demonstrates accountability through transparent expectations and consequences	School will have common expected behaviors.	School will have	Teachers will share their common expected behavior		
1	Enice faculty and staff believe in a school that provides college and career readiness	Visitors/Speakers from community colleges	More CTE credits required for graduation	Emphasis on career	2	Accountability
1	Enice faculty and staff value a school that provides alternative career paths with the assistance of local businesses	Whole school education on availability of work-study internships and possibilities	Bring people in from the community	Change the mentality of students to graduate for college, to experience + value for life	4	College and Career Readiness
1	Enice faculty and staff value building and sustaining community connections that promote student, faculty, staff and parent engagement with the world beyond high school	Bring in successful professionals to enrich curriculum			6	College and Career Readiness
1	Enice faculty and staff believe in a school community which has families who are engaged and support all students	Getting involved in the community	Getting students involved in clubs or activities		3	Community Connections
1	Enice faculty and staff value a school community that fosters the community	Create partnerships with local, 2 year, and 4 year higher education institutions			2	Community Connections
1	Enice faculty and staff believe in a school community that provides school programs, curriculum and work which is relevant to every student and their individual goals including academic or career aspirations	Build relationships that go beyond sub-group identities through content and extra-curriculars				
1	Enice faculty and staff believe in creating a learning environment that meets the needs of all students	Intentional Scheduling	More hands-on curriculum (writing, computerology, and)	Involve community college with curriculum development	4	Equity
1	Enice faculty and staff believe in a school community that values students of all academic levels	Target "middle of the road" (C or D) students	More individualized meetings with all students, finding their needs/wants and how to achieve them		2	Equity
1	Enice faculty and staff believe that each and every student should be successful in the educational and social-emotional, physical and emotional needs are met and appropriately challenged	Focus on students as individuals	Use appropriate growth mindset (to every student)		1	Equity
1	Enice faculty and staff value a school community that provides for the social and emotional support of our students	Create a network of support for students with social and emotional needs and challenges			4	Social and Emotional
1	Enice faculty and staff believe in a school community which students achieve success	More attainable long-term goals	Career pathways for students to align classes to career goals	Embed reading and writing into curriculum and Social-emotional learning remediation programs to develop and put into practice a new to go fully in classes	1	Student Success
1	Enice faculty and staff value a school community that helps all students understand the intrinsic value of public education in achieving their personal goals	Have students set their long-term goals in Honors	Connect curriculum to everyday life	Integrate digital citizenship programs that help students focus on priorities	3	Student Success
1	Enice faculty and staff value a school community that creates engaging and meaningful learning experiences and resources for our students	Create a cohesive plan with resources for students to determine their purpose and a academic opportunities and resources that don't get used			1	Teaching and Learning

Value Statement	Action step 1	Action step 2	Action Step 3	Positive Adaptations	Strand
Enise faculty and staff believes a school community should facilitate interactions between staff, students and families to create a sense of school pride	Continue parent and community engagement opportunities and coordinate the open conferences and community events for staff				3 Community Connections
Enise faculty and staff believes in a school community that addresses bias in order to create an equitable environment for all	self as opportunities for courageous conversations about bias, including racism, homophobia, etc.				2 Equity
Enise faculty and staff values a school community where all students and staff get what they need to pursue success	equitable course offerings to teachers and students	students and staff need book on equity as a community	differentiating instruction for all students in blended classrooms		6 Equity
Enise faculty and staff believes that equity for students results in a	Teachers create classroom relationships collaboratively with students				0 Equity
Enise faculty and staff value a school community that offers students and staff flexibility and autonomy to ensure and create an equitable environment	Publicizing the club fair and having multiple throughout the year				4 Equity
Enise faculty and staff believes in a school community that helps students feel represented thereby engendering involvement and school pride	Gradually roll out changes				1 Equity
Enise faculty and staff value a school community that is open to change	Marketing unique course opportunities to 9th grade students through "tagged tours" in English classes				Flexibility
Enise faculty and staff believe a school community should offer students creative and flexible course and schedule options that meet for individual needs	model staff skills like active listening, empathy, and respect	model metacognitive thinking that is student centered	incorporate choice and flexibility across curricula		1 Flexibility
Enise faculty and staff value an environment conducive to creating life long learners	Continue homework and ensure that teachers keep the same group of homeroom students from year to year				2 Life Skills
Enise faculty and staff believes in a school community that fosters a positive environment where relationships are prioritized	Conduct specific approaches to building relationships with students				2 Positive Relationships
Enise faculty and staff value a school community that provides student centered learning					3 Teaching and Learning

Data Set	Value Statement	Action step 1	Action step 2	Action Step 3	Positive Alignment	Strand
4	Enloe faculty and staff believe in a school community that holds all stakeholders accountable	Transparency and consistency from all stakeholders	Lead by example	Maintaining high standards	1	Accountability
4	Enloe faculty and staff believe in a school community that values a unified voice	Faculty/staff	Staff buy-in and consistency across policies		4	Community
4	Enloe faculty and staff value strong community and conversations inside and outside of the school	Relationships and consistency included in lesson planning	F/S promote culture of mutual support among extracurricular activities		7	Community Connections
4	Enloe faculty and staff value a school community that leverages all resources to create a strong community	Building relationships with parents, teacher schools, community partners	Streamline process to increase parent involvement (Consider factors like strong other events for PTA/Booster meetings)	Include non-staff in school vision - focus is that we all want to support students	2	Community Connections
4	Enloe faculty and staff believe a school community will use data to inform their teaching practices	Data needs divided by grade level			3	Data
4	Enloe faculty and staff believe we should pursue and seek to recognize equitable school community through culturally responsive learning	Seeking inclusivity and connections in lesson planning	Implement Enloe 5 into all classrooms		2	Equity
4	Enloe faculty and staff believe in a school community that values equity	Cancel dialogue			2	Equity
4	Enloe faculty and staff value a school community that ensures equity in an academic, extra-curricular, and leadership opportunities	Have channel to submit concerns	Report/concerns regarding equity concerns among students and staff		3	Equity
4	Enloe faculty and staff value a school community where all stakeholders are informed, represented and involved	Vertical P/T with leader schools	Participating in more community events "Voice going to them"		3	Equity
4	Enloe faculty and staff acknowledge and support diversity through equitable practices	Equity/Diversity training at a deeper level				Equity
4	Enloe faculty and staff value a school community that embraces equity	Same expectations of stakeholders regardless of background	Inclusive activities for students			Equity
4	Enloe faculty and staff value a school community that provides voice	Active listening	More staff relationship building		3	Equity
4	Enloe faculty and staff believe we should draw on traditional learning in light to the foundations and principles that established Enloe as Frank County's leading Magnet School					Legacy
4	Enloe faculty and staff value a school community that believes in the overall social, emotional well being of students, staff and parents	Building intentional relationships			3	Social and Emotional
4	Enloe faculty and staff believe a school community should provide social/emotional support for students and staff	PD Training on relationships strategies for addressing social and emotional concerns of students			7	Social and Emotional
4	Enloe faculty and staff value the social-emotional well being of our student population	Continue to build relationships	Develop uniform resources and training for social-emotional well being (everyone receives same training)	Network homework	2	Social and Emotional
4	Enloe faculty and staff value a school community which provides for social-emotional learning	Build staff's social-emotional learning first before student social-emotional learning	Meeting basic needs (continue breakfast program)		1	Social and Emotional
4	Enloe faculty and staff value a school community that supports the whole of students	Social-emotional learning as staff development	Representation of underrepresented students (race, gender, etc)	Continued improvement of safety processes		Social and Emotional

Strand	Value Statement	Action step 1	Action step 2	Action Step 3	Positive Additions	Strand
5	Enforce faculty and staff values a school that has high expectations and accountability for all stakeholders	Accountability for teachers, students, administrators - -Share protocol -Engage all community stakeholders which includes being going in the community and the community coming into Enloe.				4 Accountability
5	Enforce faculty and staff values/believes a school community which is inclusive of a community environment of all stakeholders (students, parents, staff, business, etc.)	Enforce faculty and staff values in a strong community where all stakeholders feel a sense of value, engagement and belonging				1 Community
5	Enforce faculty and staff values/believes a school community which will provide an equitable experience for all students	Consider the whole school approach Teachers will know the meaning of equity and how it relates to instruction				3 Community
5	Enforce faculty and staff values a school community that offers equal opportunities to all students	Provide information about all available activities/businesses as (homeroom)				Equity
5	Enforce faculty and staff values a school community that offers equal opportunities to all students	Recruit students for things - use student leadership				2 Equity
5	Enforce faculty and staff values a school community that offers equal opportunities to all students	Enforce attendance policy Teachers will set aside a designated amount of time for relationship building				1 Equity
5	Enforce faculty and staff values a school community that offers equal opportunities to all students	Enforce attendance policy Teachers will set aside a designated amount of time for relationship building				2 High Expectations
5	Enforce faculty and staff values a school community that offers equal opportunities to all students	Enforce faculty and staff presence in the hallway				8 Positive Relationships
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Enforce faculty and staff presence in the hallway				6 Safety
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Teachers and admin hold students accountable				6 Safety
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Enforce attendance policy				5 Safety
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Have compassion with students and staff				6 Safety
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Teachers will be given the autonomy to determine content and adapt levels of instruction				1 Social and Emotional
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Teachers need to be provided ongoing professional development within their content area				1 Teaching and Learning
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Use P,T time to reflect and refine teaching practices				6 Teaching and Learning
5	Enforce faculty and staff values a school community that provides a safe and conducive environment to promote student learning	Pre-Post Assessments	Appropriate Assignments	Offering content (individualized)		2 Teaching and Learning

Data Set	Value Statement	Action step 1	Action step 2	Action Step 3	Strand
4	Enloe faculty and staff believes a school community will use data to inform their teaching practices	Data walls divided by grade level			Teaching and Learning
3	Enloe faculty and staff value an environment conducive to creating life long learners	model soft skills like active listening, timeliness, and respect	model metacognitive thinking that is student centered	incorporate choice and flexibility across curricula	Teaching and Learning
1	Enloe faculty and staff value a school community that creates engaging academic opportunities and resources for our students	Create a cohesive plan with resources for students to determine their purpose and a goal and envision themselves in careers that don't yet exist			Teaching and Learning
2	Enloe faculty and staff believes a school that engages happy rigor develops student centered learning	Project based and curriculum based learning	Classroom resources	Content specific professional development	Teaching and Learning
3	Enloe faculty and staff value a school community that provides student centered learning	Content specific approaches to building relationships with students			Teaching and Learning
5	Enloe faculty and staff values a school community that expects excellence in teaching	teachers will be given the autonomy to determine content and adapt levels of instruction			Teaching and Learning
5	Enloe faculty and staff believe that rigorous instruction and practices should be provided, while holding students accountable to high expectations	Teachers need to be provided ongoing professional development within their content area	Use PLT time to reflect and refine teaching practices		Teaching and Learning
5	Enloe faculty and staff values a school that provides differentiated instruction in an environment that all students are afforded equal opportunities	Pre-Post Assessments	Appropriate Alternative Assignments	Offering content (individualized)	Teaching and Learning