Glades County School District

Pemayetv Emahakv Charter "Our Way School"

2020-21 Schoolwide Improvement Plan

Table of Contents

Pemayetv Emahakv Charter "Our Way School"

100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.ourwayschool.org

Demographics

Principal: Tracy Downing

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Native American Students Hispanic Students Multiracial Students White Students
School Grades History	2018-19: B (56%) 2017-18: C (51%) 2016-17: C (50%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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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100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.ourwayschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	1%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

N/A

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.

Pemayetv Emahakv Charter School (Pre-K-8) exists to provide the Brighton school community with a rigorous student-centered curriculum meeting high standards of academic achievement in a safe and nurturing environment while actively preserving the Seminole language and culture.

Provide the school's vision statement.

Successful Learners Today...Unconquered Leaders Tomorrow

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Downing, Tracy	Principal	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Gran, Jeanine	School Counselor	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Tedders, Stephanie	Instructional Coach	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Carr, Amy	Teacher, K-12	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of

Name	Title	Job Duties and Responsibilities
		newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Ward, Jenny	Teacher, K-12	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Pritchard, Quenten	Teacher, K-12	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Thomas, Michele	Administrative Support	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction

Name	Title	Job Duties and Responsibilities
		6. Builds coherence, connectivity, and alignment across all grades in the school

Demographic Information

Principal start date

Thursday 7/25/2019, Tracy Downing

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.*

36

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.*

11

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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	30	27	42	29	27	24	33	29	25	0	0	0	0	266
Attendance below 90 percent	0	0	0	0	0	1	2	3	4	0	0	0	0	10
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	1	2	3	4	0	0	0	0	10
Course failure in Math	0	0	0	0	0	1	2	3	4	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	1	2	3	4	0	0	0	0	10

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	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - 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	30	42	30	27	23	32	28	24	24	0	0	0	0	260
Attendance below 90 percent	2	1	1	1	0	1	0	0	0	0	0	0	0	6
One or more suspensions	1	1	0	6	0	5	3	0	4	0	0	0	0	20
Course failure in ELA or Math	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	7	10	0	0	0	0	0	0	0	18

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	2	4	0	0	0	0	0	0	0	6

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	7	0	0	0	0	1	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	30	42	30	27	23	32	28	24	24	0	0	0	0	260
Attendance below 90 percent	2	1	1	1	0	1	0	0	0	0	0	0	0	6
One or more suspensions	1	1	0	6	0	5	3	0	4	0	0	0	0	20
Course failure in ELA or Math	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	7	10	0	0	0	0	0	0	0	18

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	2	4	0	0	0	0	0	0	0	6

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	7	0	0	0	0	1	0	0	0	0	0	0	8
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
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	41%	61%	51%	42%	57%
ELA Learning Gains	46%	50%	59%	37%	47%	57%
ELA Lowest 25th Percentile	40%	44%	54%	23%	43%	51%
Math Achievement	78%	48%	62%	72%	47%	58%
Math Learning Gains	63%	51%	59%	56%	45%	56%
Math Lowest 25th Percentile	46%	49%	52%	62%	42%	50%
Science Achievement	52%	40%	56%	46%	34%	53%
Social Studies Achievement	0%	45%	78%	0%	51%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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
03	2019	96%	62%	34%	58%	38%
	2018	63%	55%	8%	57%	6%
Same Grade Comparison		33%				
Cohort Comparison						
04	2019	53%	49%	4%	58%	-5%
	2018	63%	57%	6%	56%	7%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				
05	2019	54%	54%	0%	56%	-2%
	2018	33%	38%	-5%	55%	-22%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		21%				
Cohort Comparison		-9%				
06	2019					
	2018					
Cohort Comparison		-33%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	96%	69%	27%	62%	34%
	2018	69%	67%	2%	62%	7%
Same Grade Comparison		27%				
Cohort Comparison						
04	2019	78%	53%	25%	64%	14%
	2018	81%	53%	28%	62%	19%
Same Grade Comparison		-3%				
Cohort Comparison		9%				
05	2019	58%	52%	6%	60%	-2%
	2018	50%	42%	8%	61%	-11%
Same Grade Comparison		8%				
Cohort Comparison		-23%				
06	2019					
	2018					
Cohort Comparison		-50%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	50%	47%	3%	53%	-3%
	2018	38%	35%	3%	55%	-17%
Same Grade Comparison		12%				
Cohort Comparison						
08	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		-38%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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	52	41	40	57	52		36				
AMI	58	38	31	76	61	50	47				
MUL	100			100							

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	29	38	30	68	38		45				
AMI	53	51	31	68	51	55	44				
MUL	54			69							
2017 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 2015-16	C & C Accel 2015-16
SWD	12			62	58		30				
AMI	45	31	25	70	55	55	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	52
Native American Students Subgroup Below 41% in the Current Year?	NO

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	100
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to Covid 19, all testing for the previous year was waived.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Due to Covid 19, all testing for the previous year was waived.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to Covid 19, all testing for the previous year was waived.

Which data component showed the most improvement? What new actions did your school take in this area?

Due to Covid 19, all testing for the previous year was waived.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

I have concerns about an educational gap forming given that students were not in school last year for the last nine weeks.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement
2. Math Achievement
3. Science Achievement
4. EOC Achievement
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Given that our students have not been in school for face to face instruction, we have identified an educational gap based on the progress monitoring data retrieved at the beginning of the school year.
Measurable Outcome:	By progress monitoring assessment three, we anticipate seeing an 5% decrease in Tier II and Tier III students.
Person responsible for monitoring outcome:	Tracy Downing (tdowning@ourwayschool.org)
Evidence-based Strategy:	We will identify students weaknesses and strengths based on progress monitoring data, provide data driven instruction, and specifically intervene to close the achievement gap.
Rationale for Evidence-based Strategy:	Students are on varying levels with each grade level. Differentiating instruction to meet the individual needs of each student will increase their academic performance.

Action Steps to Implement

1. Students will be progressed monitored three times per year.
2. The students areas of deficiencies will be determined based on progress monitoring data.
3. The students will receive specific interventions using research based instructional practices to increase academic performance.
4. The students response to the intervention will be tracked.
5. Up to three interventions will be employed prior to evaluation planning and/or eligibility staffing.

Person Responsible	Tracy Downing (tdowning@ourwayschool.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Provide teachers with school, district, or state professional development opportunities focused on the five Reading First components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and effective research-based instructional strategies. • Provide teachers with school, district, or state professional development opportunities focused on BEST Standards. • Provide parents information, strategies, and resources that support reading achievement in the home setting through parent workshops and print materials. • Purchase FSA test preparation and motivational materials to support the reading instructional program in grades 3-5. • Staff a K-5 Reading Coach to assist with data analysis, professional development, and implementation of Reading First and Literacy First programs. • Implementation of a monitored independent reading program, 100 Book Challenge, in grades K-5. • Purchase additional student reading resources including manipulatives, trade books, guided reading sets, and magazines to enhance and enrich the instructional program. Continue to provide teaching supplies to assist teachers and students. . Provide staff development to all reading teachers and aides. • Schedule PLC sessions for data analysis, instructional focus calendar development, and continued alignment of curriculum, instruction, and assessment. • Provide technological support and software programs for students to enhance the reading instructional program. Provide after school reading tutorial assistance daily. Bottom 25% readers will be given additional small group reading instruction through the ESE Department and Instructional Coach.

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 ensuring all stakeholders are involved.

Pemayetv Emahakv Charter School located on the Brighton Reservation of the Seminole Tribe of Florida, a federally recognized Indian tribe under 25 U.S.C. § 5123, exists to provide students, parents, and the Brighton Community with an instructional program that meets high standards of student academic achievement by providing a rigorous student oriented curriculum infused with the Seminole Language and Seminole Culture in an environment that is safe, nurturing, conducive to learning, and designed to preserve Seminole Tribe of Florida history and traditions. Our students have a long standing history of performing well, in part, due to our unique group of stakeholders. Our largest stakeholder is the Seminole Tribe of Florida.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	**$0.00**