

Glades County School District

Pemayetv Emahakv Charter "Our Way School"



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	23
Positive Culture & Environment	24
Budget to Support Goals	24

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Glades 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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	23
Title I Requirements	0
Budget to Support Goals	24

Pemayetv Emahakv Charter "Our Way School"

100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.ourwayschool.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

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

School Board Approval

This plan is pending approval by the Glades 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.

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	Position Title	Job Duties and Responsibilities
Downing, Tracy	Principal	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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
Ward, Jenny	Instructional Coach	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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
Pearce, Alicia	Instructional Media	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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	Position Title	Job Duties and Responsibilities
		<p>newer teachers</p> <ol style="list-style-type: none"> 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	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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	<p>The purpose of the Leadership Team is as follows:</p> <ol style="list-style-type: none"> 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	Position 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

Total number of students enrolled at the school

285

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

3

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

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	27	35	42	27	24	33	29	25	0	0	0	0	272
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	2	0	0	0	0	0	2
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 students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Sunday 8/22/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	0
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	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	0
Level 1 on 2019 statewide Math assessment	0	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	0
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	41%	61%	54%	43%	60%
ELA Learning Gains				46%	50%	59%	55%	49%	57%
ELA Lowest 25th Percentile				40%	44%	54%	36%	39%	52%
Math Achievement				78%	48%	62%	68%	44%	61%
Math Learning Gains				63%	51%	59%	51%	39%	58%
Math Lowest 25th Percentile				46%	49%	52%	50%	32%	52%
Science Achievement				52%	40%	56%	40%	37%	57%
Social Studies Achievement					45%	78%		50%	77%

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
03	2021					
	2019	96%	62%	34%	58%	38%
Cohort Comparison						
04	2021					
	2019	53%	49%	4%	58%	-5%
Cohort Comparison		-96%				
05	2021					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-53%				
06	2021					
	2019					
Cohort Comparison		-54%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	96%	69%	27%	62%	34%
Cohort Comparison						
04	2021					
	2019	78%	53%	25%	64%	14%
Cohort Comparison		-96%				
05	2021					
	2019	58%	52%	6%	60%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-78%				
06	2021					
	2019					
Cohort Comparison		-58%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	47%	3%	53%	-3%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-50%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

We use the STAR Assessment and iReady for our Progress Monitoring Data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	46	42	45	41	33	45	30				
AMI	44	27	25	47	17	36	48	54	15		
MUL	80										
WHT	50			60							
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							

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	35
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
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%	
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

In 4th Gr Math, our students ranked 1st, and outperformed all 28 schools, with a 95% Proficiency Rate.

In 4th Gr ELA, our students ranked 1st, and outperformed all 28 schools, with a 68% Proficiency Rate.

In 3rd Gr ELA, our students ranked 4th with a 55% Proficiency Rate.

In 7th Grade Civics, our students ranked 5th with a 59% Proficiency Rate.

In 5th Gr Sci, our students ranked 5th with a 53% Proficiency Rate.

Our 8th Gr Sci and our 6th Gr ELA ranked 6th out of 28 schools.

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

ELA, Math, and Science are areas we will focus heavily on.

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

When our students are here at school, they benefit from the connections our teachers make with them, they benefit from the resources we have available here at school, and they benefit from the in person support our staff provides to them. As a result of our students being at home, our performance did decline; however, there are many positive results I would like to highlight.

When comparing our PECS students to 28 schools in Glades, Okeechobee, Hendry, and Highlands County, our students outperformed many of those students who benefited from face to face instruction.

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

Our 4th grade ELA and Math showed the most improvement.

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

Our students benefit from the resources we have available to us. Our stakeholders provide resources, materials, and supplies to ensure our highly qualified teachers meet the needs of each individual student.

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

We have committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days built in.

August 30 PD for PreK-2nd Grade Teachers
August 31 PD for PreK-2nd Grade Paraprofessionals
September 1 PD for PreK-2nd Grade Teachers
September 2 PD for PreK-2nd Grade Paraprofessionals

September 29 Coaching
September 30 Coaching

October 28 PD for PreK-2nd Grade Teachers
October 29 PD for PreK-2nd Grade Paraprofessionals

November 29 Coaching
November 30 Coaching

December 9 Coaching
December 10 Coaching

January 27 Coaching
January 28 Coaching

February 24 Coaching
February 25 Coaching

March 30 Coaching
March 31 Coaching

April 28 Coaching TBA
April 29 Coaching TBA

TBA PD 3rd Grade Teachers
TBA PD 3rd Grade Paraprofessionals
May 18 and May 19 is an option. We will check the testing schedule.

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 committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days built in.

August 30 PD for PreK-2nd Grade Teachers
August 31 PD for PreK-2nd Grade Paraprofessionals
September 1 PD for PreK-2nd Grade Teachers
September 2 PD for PreK-2nd Grade Paraprofessionals

September 29 Coaching
September 30 Coaching

October 28 PD for PreK-2nd Grade Teachers
October 29 PD for PreK-2nd Grade Paraprofessionals

November 29 Coaching
November 30 Coaching

December 9 Coaching
December 10 Coaching

January 27 Coaching
January 28 Coaching

February 24 Coaching
February 25 Coaching

March 30 Coaching
March 31 Coaching

April 28 Coaching TBA
April 29 Coaching TBA

TBA PD 3rd Grade Teachers
TBA PD 3rd Grade Paraprofessionals
May 18 and May 19 is an option. We will check the testing schedule.

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

We have committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days built in.

August 30 PD for PreK-2nd Grade Teachers
August 31 PD for PreK-2nd Grade Paraprofessionals
September 1 PD for PreK-2nd Grade Teachers
September 2 PD for PreK-2nd Grade Paraprofessionals

September 29 Coaching
September 30 Coaching

October 28 PD for PreK-2nd Grade Teachers
October 29 PD for PreK-2nd Grade Paraprofessionals

November 29 Coaching
November 30 Coaching

December 9 Coaching
December 10 Coaching

January 27 Coaching
January 28 Coaching

February 24 Coaching
February 25 Coaching

March 30 Coaching
March 31 Coaching

April 28 Coaching TBA
April 29 Coaching TBA

TBA PD 3rd Grade Teachers
TBA PD 3rd Grade Paraprofessionals
May 18 and May 19 is an option. We will check the testing schedule.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

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

Our students participated in distance learning, so our discipline data reflects just one referral.

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.

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.

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

Our stakeholders are the Seminole Tribe of Florida, Charter School Associates, Glades County School District, and the Brighton Reservation Community of parents and family members. We have a Parent Teacher Organization and a School Advisory Committee. Working together, we focus on academic achievement, the social and emotional learning of our students, and Positive Behavioral Support.

Part V: Budget

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

Total:	\$0.00
---------------	---------------