Escambia County School District

Global Learning Academy

2021-22 Schoolwide Improvement Plan

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Global Learning Academy

100 N P ST, Pensacola, FL 32505

www.ecsd-fl.schoolloop.com

Demographics

Principal: Lalla Pierce T

Start Date for this Principal: 7/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: D (37%) 2016-17: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Escambia 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.

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Global Learning Academy

100 N P ST, Pensacola, FL 32505

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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)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Global Learning Academy is to help students become successful and responsible citizens in our diverse societies.

Provide the school's vision statement.

The vision of the Global Learning Academy is to create a school where everyone who enters is exposed to other cultures, excited to learn and free to explore in a safe and encouraging environment.

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
Pierce, Lalla	Assistant Principal	? Assists in the development, implementation, and evaluation of the instructional program, including the use of technology. ? Supervises curricular and extracurricular activities as assigned. ? Provides recommendations to the Principal regarding curriculum improvement. ? Supervises textbook and equipment selection, acquisition, and inventory. ? Coordinates mentors and volunteers. ? Performs teacher evaluations. ? Assists the Principal in the administration of the summer school program. ? Assists with coordinating student field trips. ? Assists in developing the master schedule and assignment of students and staff. ? Assists in the administration of the testing program. ? Assists in gathering, analyzing, and interpreting data related to student performance. ? Assists in coordinating the school's accreditation program. ? Assists with the supervision of personnel, including orientation of new employees as assigned. ? Assists the Principal in developing personnel assignments and duty rosters. ? Assists with interviewing new personnel as requested by Principal. ? Assists in implementing and administering negotiated employee contracts. ? Assists in the coordination of the school's inservice program. ? Assists teachers in developing professional development plans and activities. ? Assists in monitoring and assisting substitute teachers. ? Assists the Principal with the daily operation of the school. ? Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. ? Assists in the supervision of the maintenance and care of the physical plant. Elementary School Assistant Principal Escambia County School District Page 2 of 3 ? Oversees employee drug testing and results. ? Assists in developing and monitoring the school budget. ? Assists in maintaining property inventories. ? Assists in supervising school transportation services. ? Assists in identifying maintenance or facility needs. ? Uses technology resources effectively. ? Assists in monitoring student attendance. ? Assists in ensuring that the school's discipline policy is consistently and fairly administered. ? Assists with student supervision and discipline. ? Assists in interpreting and implementing the Student Progression Plan. ? Assists in developing, implementing, and evaluating the school's guidance program. ? Confers with students, parents, and teachers to resolve problems and facilitate learning.

Name	Position Title	Job Duties and Responsibilities
		? Monitors bus activity. ? Assists in coordinating schedules for extracurricular activities. ? Seeks to improve skills and knowledge through participation in inservice and other professional development activities. ? Models and maintains high standards of professional conduct. ? Demonstrates initiative in identifying needs or potential for improvement and takes appropriate action. ? Promotes and supports professional development for self and others. ? Maintains visibility and accessibility. ? Keeps the Principal informed about potential problems, unusual events, or possible opportunities for school improvement. ? Supports goals and priorities of the District and school. ? Provides leadership in developing and implementing goals and priorities of the District and school. ? Assumes duties and responsibilities of the Principal in his/her absence. ? Assists in planning and implementing the school's public relations program. ? Conducts faculty meetings when requested by the Principal. ? Serves on advisory committees as requested by the Principal. ? Supports and attends community functions. ? Works with advisory boards and school improvement teams. ? Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. ? Sets high standards of performance for self, others, and the school. ? Performs other duties as assigned.
Labounty, Judy	Principal	? Provides instructional leadership and supervision for student achievement. ? Manages and administers the development, implementation, and assessment of the instructional program at the assigned school. ? Utilizes current research, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. ? Promotes highest student achievement. ? Coordinates program planning with District instructional staff. ? Manages the selection of textbooks, materials, and equipment, at the appropriate level. ? Manages and administers the testing program for the school. ? Aligns school initiatives with District, state, and school goals. ? Establishes and coordinates procedures for students, teachers, parents, and community evaluation of curriculum.

Name	Position Title	Job Duties and Responsibilities
		? Assigns teachers according to identified needs. ? Facilitates the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. ? Facilitates, monitors, and coordinates the implementation of Exceptional Student Education (ESE) programs and services. ? Monitors Pre-Kindergarten programs and services at designated Kindergarten - Five (K-5) sites. ? Directs the development of the master schedule and assigns teachers according to identified needs. ? Provides leadership in the effective use of technology in the classroom. Elementary School Principal Escambia County School District Page 2 of 4 ? Supervises the establishment and maintenance of individual professional development plans for each instructional employee. ? Interviews and selects qualified personnel to be recommended for employment. ? Supervises assigned personnel, conducts annual performance appraisals, and makes recommendations for appropriate employment action. ? Implements and administers negotiated employee contracts at the school site. ? Assigns and supervises school personnel to special projects for the enhancement of student learning. ? Establishes job assignments for school-site administrators, teachers, and support personnel. ? Develops and administers duty rosters for certificated and non-certificated staff as required. ? Manages and administers personnel development through training, inservice, and other developmental activities. ? Provides training opportunities and feedback to personnel at the assigned school. ? Supervises the operation and management of all activities and functions at the assigned school. ? Develops positive school/community relations and acts as liaison between the school and community. ? Accesses, analyzes, interprets, and uses data in decision-making. ? Establishes procedures for an accreditation program and monitors accreditation standards at the assigned school. ? Coordinates school maintenance and facility needs and monitors progress

Name	Position Title	Job Duties and Responsibilities
		toward meeting those needs. ? Monitors the custodial program at the school to ensure a clean, healthy, and safe learning environment. ? Supervises the orderly movement and safety of transportation services on school grounds. ? Manages and supervises the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. ? Establishes and manages accurate student accounting and attendance procedures at the assigned school. ? Coordinates the school food services program at the assigned school, including the free and reduced food services program requirements. ? Conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. ? Communicates, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature. ? Directs the establishment of adequate property inventory records and ensures the security of school property. ? Implements School Board policies, state statutes, and federal regulations as they pertain to the assigned school. ? Supervises the preparation and maintenance of accurate and timely reports and records. ? Establishes school guidelines and enforces District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment. ? Facilitates a program of family and community involvement. ? Supervises the school guidance program and services to ensure that individual student educational and developmental needs are met. Elementary School Principal Escambia County School District Page 3 of 4 ? Establishes procedures to be used in the event of school crisis and/or civil disobedience and provides leadership in the event of such happenings. ? Coordinates the supervision of all extracurricular programs at the assigned school. ? Manages and supervises student activity programs, including the selection of club

Name	Position Title	Job Duties and Responsibilities
		sponsors and coaches. ? Approves all school-sponsored activities, and maintains a calendar of all school events. ? Maintains visibility and accessibility on the school campus. ? Attends school-related activities and events. ? Coordinates the supervision of school health services and personnel. ? Monitors school attendance (absences, tardiness, and early departures) and follows through with designated procedures. ? Participates in county-wide management meetings and other meetings and activities appropriate for professional development. ? Communicates effectively, both orally and in writing, with parents, students, teachers, District personnel, and the community; oversees the PTA Board. ? Serves as a member of the Superintendent's District-Wide Leadership Team as requested. ? Sets high goals and standards for self, others, and organization. ? Participates in developing the District strategic plan, District school calendar, staffing plan, and manpower plan and manages and administers school functions relating to these items. ? Provides leadership in the school improvement process, implementation of the school improvement plan, and the School Advisory Council. ? Establishes a vision and mission for the school in collaboration with key stakeholders. ? Exercises proactive leadership in promoting the vision and mission of the District. ? Accesses District and community resources to meet school needs. ? Anticipates problems and difficult situations and plans appropriately to handle them. ? Acts quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. ? Provides recognition and celebration for staff, student, and school accomplishments. ? Builds teams to accomplish plans, goals, and priorities. ? Promotes and markets the school and its priorities. ? Performs other duties as assigned.
Adams, Kim	School Counselor	Ms. Adams is our Guidance Counselor, but is also considered Instructional Personnel. All of her responsibilities below are completed from the Guidance Department's focus, standards, criteria, etc. For example, her instructional responsibilities include mental health information for students and teachers,

Name	Position Title	Job Duties and Responsibilities
		Gulf Coast Kids' House training for students and teachers, Child Abuse Training, etc. 1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Brown, Cynthia	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides

Name	Position Title	Job Duties and Responsibilities
		progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Hayes, Joanna	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Isert, Dian	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.

Name	Position Title	Job Duties and Responsibilities
		2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Parker, Debby	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life

Name	Position Title	Job Duties and Responsibilities
		and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.

Demographic Information

Principal start date

Monday 7/26/2021, Lalla Pierce T

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.*

1

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.*

7

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

475

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

8

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

10

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	82	72	72	44	75	82	0	0	0	0	0	0	0	427
Attendance below 90 percent	19	41	39	26	44	47	0	0	0	0	0	0	0	216
One or more suspensions	1	1	0	2	3	12	0	0	0	0	0	0	0	19
Course failure in ELA	0	7	18	10	33	13	0	0	0	0	0	0	0	81
Course failure in Math	0	2	10	13	31	24	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	41	42	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	55	49	0	0	0	0	0	0	0	106
Number of students with a substantial reading deficiency	7	26	45	20	56	37	0	0	0	0	0	0	0	191

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	6	16	13	25	23	0	0	0	0	0	0	0	83

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	7	8	7	2	5	2	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	3	4	0	0	0	0	0	0	0	7

Date this data was collected or last updated
Saturday 8/21/2021

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	45	79	75	87	97	84	0	0	0	0	0	0	0	467
Attendance below 90 percent	12	38	24	23	26	27	0	0	0	0	0	0	0	150
One or more suspensions	0	3	12	13	9	23	0	0	0	0	0	0	0	60
Course failure in ELA	0	7	3	13	9	3	0	0	0	0	0	0	0	35
Course failure in Math	0	3	3	13	8	5	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	21	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	39	0	0	0	0	0	0	0	43

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	6	6	13	9	11	0	0	0	0	0	0	0	45

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	3	11	1	4	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	2	9	0	0	0	0	0	0	0	13

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	45	79	75	87	97	84	0	0	0	0	0	0	0	467
Attendance below 90 percent	12	38	24	23	26	27	0	0	0	0	0	0	0	150
One or more suspensions	0	3	12	13	9	23	0	0	0	0	0	0	0	60
Course failure in ELA	0	7	3	13	9	3	0	0	0	0	0	0	0	35
Course failure in Math	0	3	3	13	8	5	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	21	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	39	0	0	0	0	0	0	0	43

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	6	6	13	9	11	0	0	0	0	0	0	0	45

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	3	11	1	4	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	2	9	0	0	0	0	0	0	0	13

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				32%	53%	57%	25%	49%	56%
ELA Learning Gains				48%	55%	58%	39%	46%	55%
ELA Lowest 25th Percentile				53%	52%	53%	49%	40%	48%
Math Achievement				27%	57%	63%	28%	55%	62%
Math Learning Gains				44%	60%	62%	40%	57%	59%
Math Lowest 25th Percentile				48%	52%	51%	38%	48%	47%
Science Achievement				41%	54%	53%	42%	55%	55%

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	28%	56%	-28%	58%	-30%
Cohort Comparison						
04	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-28%				
05	2021					
	2019	28%	51%	-23%	56%	-28%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	17%	55%	-38%	62%	-45%
Cohort Comparison						
04	2021					
	2019	36%	58%	-22%	64%	-28%
Cohort Comparison		-17%				
05	2021					
	2019	28%	55%	-27%	60%	-32%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	55%	-11%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

STAR 360 Assessments were utilized for Fall, Winter, and Spring ELA and Math progress monitoring. The science district quarterly assessment was used for science progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.6%	39.2%	47.4%
	Economically Disadvantaged	28.4%	38.6%	49.3%
	Students With Disabilities	8.3%	14.3%	28.6%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.5%	33.8%	39.0%
	Economically Disadvantaged	28.8%	32.9%	40.0%
	Students With Disabilities	16.7%	14.3%	21.4%
	English Language Learners	0.0%	100.0%	100.0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.5%	24.1%	24.6%
	Economically Disadvantaged	25.0%	24.0%	23.1%
	Students With Disabilities	50.0%	0.0%	50.0%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.6%	13.5%	14.3%
	Economically Disadvantaged	10.2%	14.0%	13.7%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.4%	18.7%	24.6%
	Economically Disadvantaged	18.8%	21.5%	27.3%
	Students With Disabilities	33.3%	0.0%	0.0%
	English Language Learners	0.0%	0.0%	0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.3%	17.3%	20.0%
	Economically Disadvantaged	23.4%	18.5%	21.8%
	Students With Disabilities	25.0%	25.0%	33.3%
	English Language Learners	0.0%	0.0%	0.0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.5%	25.6%	18.0%
	Economically Disadvantaged	11.6%	25.3%	18.2%
	Students With Disabilities	5.0%	11.8%	5.9%
	English Language Learners	0.0%	0.0%	0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.7%	18.4%	23.3%
	Economically Disadvantaged	10.6%	17.1%	21.3%
	Students With Disabilities	10.0%	5.9%	5.9%
	English Language Learners	0.0%	N/A	0.0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6.6%	13.5%	12.7%
	Economically Disadvantaged	7.5%	12.5%	11.7%
	Students With Disabilities	0.0%	9.1%	0.0%
	English Language Learners	0.0%	N/A	0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2.7%	8.5%	5.6%
	Economically Disadvantaged	3.2%	8.2%	6.7%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	N/A	0.0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0.0%	14.3%	27.0%
	Economically Disadvantaged	0.0%	12.2%	25.9%
	Students With Disabilities	N/A	0.0%	0.0%
	English Language Learners	N/A	0.0%	0.0%

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	8	13		6	20						
BLK	15	19	31	9	10	14	17				
HSP	59			29							
MUL	23										
WHT	21			29							
FRL	19	21	35	10	18	20	15				
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	13	37	30	21	44	56	19				
BLK	27	47	53	21	42	54	33				
HSP	38			57	50						
MUL	48	54		33	46						

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
WHT	58	50		63	56						
FRL	32	49	52	26	44	49	40				

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	10	39	52	16	36	40	26				
BLK	22	37	46	25	37	36	36				
HSP	22	53		32	50						
MUL	33	33		40	50						
WHT	50	46		40	38						
FRL	25	40	48	28	40	38	42				

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	19
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	134
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
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
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	12
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	25
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Star 360 2020-21 data trends suggest there was very little, if any, growth in ELA and Math across all grade levels and subgroups. Because our population is almost entirely comprised of students who are economically disadvantaged, there is not much variance between all students and the subgroup of economically disadvantaged students. It is also noticeable that the older students become, less growth and proficiency is evident.

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

3rd, 4th, and 5th grade ELA and Math performance on 2019 state assessments and on 2020-21 Star 360 assessments demonstrate a huge need for improvement. It is impossible to categorically pick one area or level since all levels in both subject areas are below 30% proficiency.

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

Contributing factors to the need for improvement include, but are not limited to: global pandemic, remote learning, teacher absences due to COVID-19 quarantine protocols, substitute shortages, student tardies and absences. Actions to address the needs include: traditional learning as the only option unless students are in quarantine, teachers paid for with Title 1 funding to keep class sizes small--allowing teacher absences to be covered by grade level peers instead of a substitute or a rotating schedule of available instructional personnel and administrators, and immediate child study team meetings when tardies and absences become an issue.

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

On the 5th grade science progress monitoring data, proficiency rose from 0.0% to 27.0%--by far the greatest improvement out of of any of the data.

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

5th grade teachers benefitted from the support of the district science department and professional development provided by their specialists. Teachers implemented more science labs and hands on activities.

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

Strategies to accelerate learning will include: small group teaching, walk and read model at all grade levels, tutoring which begins early and is held twice weekly, parent information sessions on how to help students at home, increased incentives, daily writing, increased administrative classroom walk throughs, professional development with district ELA/Math, SREB Math, and others, and instructional support from remedial teachers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will include ECSD ELA, Math, and Science Department trainings, SREB Math, UDL, Behavior Trainings, online learning opportunities with the new ELA curriculum, i-Ready, reading endorsement, and others as determined by the needs of the students, faculty, and staff throughout the year.

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

Additional services will include the RTI coordinator, Navigator, virtual and in person activities and support as COVID protocols allow, and parent information sessions/trainings.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Achievement in ELA has not reached 35% proficiency in almost all sub groups: Economically Disadvantaged (32%), Students with Disabilities (13%), Black (27%). White students had 58% proficiency in 2019, but the cohort size is very small as compared to the overall population. 2020-21 ELA Progress Monitoring Data also demonstrates the severity of proficiency scores. 2020-21 proficiency rates were as follows in each grade level: Kindergarten proficiency rate was 47% on 2021 Star 360 AP 3. 1st grade proficiency rate was 47% on 2021 Star 360 AP 3. 2nd grade proficiency rate was 25% on 2021 Star 360 AP 3. 3rd grade proficiency rate was 19% on 2021 FSA. 4th grade proficiency rate was 21% on 2021 FSA. 5th grade proficiency rate was 14% on 2021 FSA.
Measurable Outcome:	ELA proficiency and learning gains will be 60% or higher on the 2022 FSA (3rd - 5th) and Star 360 AP3 (K - 2nd) school wide and for Black and Economically Disadvantaged students. The achievement gap in proficiency between SWD and overall students will decrease by 50% based on the 2021 ELA FSA to 2022 ELA FSA (3rd - 5th) and Star 360 AP3 (K-2nd). Students with disabilities will perform at or above the learning gain percentage of overall students.
Monitoring:	Data from STAR360 and core language arts instructional materials will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. School administrators will conduct weekly walkthroughs and will review school wide data twice a month. They will monitor the progress of students receiving intervention and share findings with teachers. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of intervention. The RtI Coordinator and MTSS team will meet weekly to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.
Person responsible for monitoring outcome:	Judy Labounty (jlabounty@ecsdfl.us)
Evidence-based Strategy:	Teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring, inference and retelling. (strong evidence) This is defined as intentional mental actions during reading that improve reading comprehension.
Rationale for Evidence-based Strategy:	Comprehension is hindered when students lack ability to apply decoding strategies, lack vocabulary and lack background knowledge. Furthermore as text increases in complexity from grades K-3 to grades 4 and 5, students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4 and 5. The practices selected are based on the recommendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth and fifth grade students needing intervention in foundational skills and/or comprehension benefit from instruction aligned to the recommendations outlined in these What Works Clearinghouse practice

guides for K-3. Strategies align to the ECSD K-12 Comprehensive Evidence Based Reading Plan.

Action Steps to Implement

Leadership team will review student performance in 2021 FSA data, 2021 progress monitoring data, and analysis of their STAR goals for the 2021-2022 school year.

Leadership team will meet with teachers to review this data, identify the students in the focus ESSA subgroups and develop goals for students.

Teachers will meet with students to develop goals based on student data.

Leadership team will provide professional development on the following areas: General Education and ESE teachers on use of the new ELA instructional materials; reading comprehension strategies; teaching students to decode multisyllabic words, and B.E.S.T. standards in grades K-2 to align to the High Quality Reading Project.

Leadership team will conduct walkthroughs during the literacy block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible   Judy Labounty (jlabounty@ecsdfl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Achievement in Math was below 30% proficiency in almost all sub groups: Economically Disadvantaged (26%), Students with Disabilities (21%), Black (21%). White students had 63% proficiency in 2019, but the cohort size is very small as compared to the overall population. 2020-21 ELA Progress Monitoring Data also demonstrates the severity of proficiency scores. especially in the upper grades.
Measurable Outcome:	Math proficiency and learning gains will be 60% or higher on the 2022 FSA school wide and for Black and Economically Disadvantaged students. The achievement gap in proficiency between SWD and overall students will decrease by 50% based on the 2021 Math FSA to 2022 Math FSA. Students with disabilities will perform at or above the learning gain percentage of overall students.
Monitoring:	Data from STAR360 and core math instructional materials will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. School administrators will conduct weekly walkthroughs and will review school wide data twice a month. They will monitor the progress of students receiving intervention and share findings with teachers. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of intervention. The RtI Coordinator and MTSS team will meet weekly to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.
Person responsible for monitoring outcome:	Judy Labounty (jlabounty@ecsdfl.us)
Evidence-based Strategy:	Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
Rationale for Evidence-based Strategy:	In 16 studies which included mathematical language to help boost student understanding of mathematics concepts and procedures, results were favorable. Nine studies examined interventions that addressed whole numbers concepts,163 six addressed rational-numbers concepts,164 and one study addressed both whole numbers and rational-numbers concepts. 14 studies focused on students explaining mathematical thinking and verbalizing solution methods. Students will benefit from instruction aligned to the recommendations outlined in these What Works Clearinghouse guide for Assisting Students Struggling with Mathematics, Interventions in the Early Grades. Strategies align to ECSD K-12 Mathematical Practices, SREB Math Coaching, and the Envision Math Curriculum.

Action Steps to Implement

Leadership team will review student performance in 2021 FSA data, 2021 progress monitoring data, and analysis of their STAR goals for the 2021-2022 school year.
Leadership team will meet with teachers to review this data, identify the students in the focus ESSA subgroups and develop goals for students.
Teachers will meet with students to develop goals based on student data.
Leadership team will provide professional development on the following areas: General Education and ESE teachers on use of math instructional materials and mathematical language strategies.
Leadership team will conduct walkthroughs during the math block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible	Judy Labounty (jlabounty@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

Global Learning Academy 1,221 our of 1,395 elementary schools statewide, putting its discipline incidents in the very high category. 2.3 incidents per 100 students were reported. The statewide rate is 1.0 per 100. GLA will continue to closely monitor, report, and respond to incidents affecting the safety and climate of the school. Tier 2 and Tier 3 students requiring additional support will be monitored by PBIS coaches, administration, and classroom teachers. The Leadership Team works collaboratively to implement evidence-based intervention such as check-in/check-out, targeted redirection, and structured breaks. Students are taught to self monitor to develop focus, impulse control, and problem solving skills. Suite 360 lessons are assigned to students for additional positive behavioral learning opportunities. Formal behavioral assessments are implemented for Tier 3 students who may require additional support. If deemed necessary, Functional Behavior Assessments (FBA) and Positive Behavior Intervention Plans (PBIP) are implemented. These plans consist of Tier 2 interventions with additional strategies, such as frequent, specific praise, parent and/or counselor involvement, task and/or break cards, and peace corners. The FBA and PBIP are regularly reviewed to determine their effectiveness and altered if found necessary to meet the needs of each student. The evidence-based strategies and interventions implemented by the PBIS team, school administration, and classroom teachers, support both Tier 2 and Tier 3 students. Positively and proactively supporting Tier 2 and 3 students benefits Tier 1 students also, as the environment for all students is improved, thus increasing academic engagement, growth, and learning.

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.

Our mantra is "Success: Whatever it Takes!" and this year, our focus is: "ADVENTURE AWAITS." Teachers, students, parents, and community stakeholders hear and see this phrase often as we share it in our guiding documents, on our web page, Facebook page, and throughout our day. Each person at GLA goes above and beyond to put this mantra in action so that all constituents see we are a team working together for student success.

General guiding principles as a PBIS school also play into the positive school culture we build with our

team. Our P.A.C.T. (Practice Honesty, Accept Responsibility, Choose Respect, and Think Safe) is communicated often and students are reminded of its importance using the Capturing Kids' Hearts four questions: What are you doing? What are you supposed to be doing? Are you doing it? What are we going to do about it?

Ways we involve all stakeholders and build a positive school culture includes the following:

Students are the focus of everything we do and we involve them in ownership of their education. Parents are invited to be full participants in their child's learning. We have frequent communication with parents and always let them know, "We are willing to do whatever it takes for your student's success." Faculty and Staff are given opportunities for training and professional development, asked to share expertise with one another, and are often thanked in specific and meaningful ways because we value their expertise and voice that is so important to our team efforts.
Community Stakeholders continue to be pivotal to our success and positive culture as they support our efforts, even as COVID-19 continues to thwart our efforts for a full return to community and parent involvement. Community stakeholders are involved through Partners in Education, SAC Committee, Mentoring, Volunteering, and less formal avenues (such as our Facebook Page) as they seek to understand our needs and offer support. Even though Community Involvement is modified due to COVID-19, its importance and the value of their involvement can't be overstated.

Some of the other ways the school addresses building a positive school culture and environment include the following:
*Elements geared toward students - Motivation Mondays (weekly PBIS classroom events), Magic Mondays (twice quarterly school-wide PBIS events), Capturing Kids' Hearts questions, Morning Meetings & SEL Lesson; *Elements geared toward families - Report Card Nights, Open House, Orientation, Conferences, Involving parents with the Capturing Kids' Hearts approach, positive phone calls, positive social media posts and engagement.
*Elements geared toward Faculty and Staff - Spirit Days, breakfast or lunch often provided, leave early Fridays, First Friday socials, positive social media posts, faculty shout outs, etc.

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

All Stakeholders:
*Work together to build positive relationships, teams, classrooms, structures, and supports for student success.

Administration:
*Creates and implements a theme that is incorporated throughout the year to motivate teachers, staff and students toward the path to success. (2021-22: ADVENTURE AWAITS!)
*Sets expectations for the development and sustainment of a school climate that supports student learning.
*Identifies barriers to a successful positive culture and environment.
*Works collaboratively with necessary parties to overcome barriers.

Leadership Team:
*Supports administration's efforts to implement, maintain, monitor, and improve a positive culture and environment.
*Bridges relationships and builds continuity between all stakeholder plans and foci, and supports the alignment of those plans to district and state standards and expectations.

Hospitality:
*Plans monthly faculty/staff birthday celebrations (Wednesdays as part of faculty meetings).
*Plans holiday get together (Thursday, December 2).

*Oversees Faculty and Staff Care and Concern cards, gifts.
*Plans other activities and positive efforts as determined by the committee.

All Faculty and Staff:
*Work in collaborative teams.
*Support the school's mission and vision.
*Communicate clearly, positively and frequently.
*Contribute toward the upkeep of the building's cleanliness, organization, and appearance. Grade levels assume responsibility for their pod decorations, bulletin boards, and collaboration areas, etc. Pride of place contributes to a positive culture.
*Strive toward Highly Effective in Domain 4f:
Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.

PBIS Team:
*Promotes the P.A.C.T. school-wide expectation (Practice honesty, Accept responsibility, Choose respect, Think safe).
*Plans school-wide events to celebrate students who are following the P.A.C.T.
*Oversees the PBIS store.

Partners in Education:
*Provide support (monetary, resources, and volunteer support when allowed) for Family Engagement events.
*Provide donations for student incentives.
*Provide donations for teacher gifts.
*Donate supplies, materials, uniforms, etc.

Parents and Students:
Without parent and student support and participation, our positive culture and environment would not be complete. Our School-Family Compact outlines roles for each of these groups:

Parents:
*Ensure students are present at school every day and on time.
*Monitor homework - Read with your child every night.
*Sign the "Explorer Report/Special Area" Calendar daily.
*Communicate often with the teacher.
*Attend school events - Participate in your child's education.

Students - Follow the P.A.C.T.
P - Practice Honesty (tell the truth the first time in every situation).
A - Accept Responsibility (for academics, actions, words, attitudes, behavior).
C - Choose Respect (for self, others and property).
T - Think Safe (at all times in every place).

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00