

Orange County Public Schools

Innovation Montessori High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Positive Culture & Environment	21
Budget to Support Goals	22

Innovation Montessori High School

1475 E SILVER STAR RD, Ocoee, FL 34761

<https://innovationmontessori.com/>

Demographics

Principal: Patrice Cherico

Start Date for this Principal: 8/15/2021

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	High School 9-12
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)	40%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (84%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Orange 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	7
Needs Assessment	12
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	22

Innovation Montessori High School

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<https://innovationmontessori.com/>

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)
High School 9-12	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	58%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		A	A

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<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.

Our mission is to provide a game-changing High School education to cultivate independent, inspired and innovative leaders through purpose-driven Project-based Learning, a Montessori focus on a global perspective, and a four-year-long Innovation Incubator.

Provide the school's vision statement.

Vision: IMHS students master critical thinking, problem-solving, creativity, adaptability, a global perspective, purpose, and the ability to transfer knowledge and skills across subject matter lines in order to become the visionary creators of the fluid and fast-paced future.

The guiding principles of independence, inspiration, and innovation were forged from the latest research in preparing students for a successful post-high school future. Across the board, researchers, CEO's and leaders in education are calling for more critical thinking, greater adaptability, and more self-motivated young adults. Our young adults require more autonomy and respect for their individual strengths and weaknesses, inside of a supportive school culture, so they can flourish. Our students learn that they are responsible for their own success and the success of their peers. This responsibility leads to a strong culture that encourages students to find their purpose, take intellectual risks, and discover their joy.

Montessori philosophy is incorporated throughout the culture of Innovation Montessori High School (IMHS), which makes it particularly unique in a high school setting. Steeped in a collaborative environment that utilizes multiple styles of instruction, students shine. The start of the day is later than traditional high schools to match the circadian rhythms of this age group and demonstrate an awareness for the particular needs of the high schooler. Life skills seminars, a cooperative education where students work together to achieve their goals, and the true sense of community that develops when people come together to make the world a better place are hallmarks of a Montessori education and thrive at IMHS.

Project-based Learning affords students an opportunity to take a hands-on Montessori approach to mastering the core competencies and deepening their learning experience far beyond the basics. Each project will be backwards-designed from the standards and remain true to the Montessori philosophies of grace and courtesy with a global perspective and purpose-driven action.

The Innovation Incubator is the jewel of the individualized education. Students are taught creativity skills, and then launch into an ideation phase for a new business, a service organization, a non-profit, or even a new invention. Critical thinking intensives and seminars provide students tools to critically evaluate their work, along with input from students, faculty and advisors. Students learn business and practical operational management skills as well, as they prepare to launch their individual incubator project. Facilitating the cooperation and creation of student business co-ops is an internal student-created-and-managed banking system. This microcosm of the outside world further educates the students with a deep and hands-on approach. Each student will launch their individual initiative, and will experience the tough "first phase" of their business, non-profit, or initiative while receiving guidance and support from IMHS faculty, staff, mentors, parents, and fellow students. This critical first phase allows students to learn from what works and what doesn't work. Intensive analytical work and continual improvements will spur in-demand educational and intellectual growth, while refining the student's personal project. Some students will graduate with robust businesses. All students will leave with an unparalleled education.

IMHS will support differentiated student needs, provide the instructional support necessary, and the

flexible environment to ensure continued innovation from students and faculty alike. From internships to in-house professional seminars to a robust parent-involvement program, this school will become a community center. This community approach shines a light on the importance of education and supports the core Montessori goal of educating the whole child. Our high-achievers will earn college credits with dual enrollment and certifications as they matriculate, and all will graduate ready for college and career.

After four years at IMHS, our graduates will embody the guiding principles of independence, inspiration, and innovation. They will take that next step into adulthood, career, and college confidently prepared and ready to create their own futures.

In 2017-2018, our K-8 sister school, Innovation Montessori Ocoee moved into their new building and accepted a larger than usual number of older students and adolescents to the Upper EI (4th-6th grade multi-age classrooms) and Middle School (7th-8th grade). Often in charter schools when parents move children into a charter school in older grades they do so because they are looking for alternatives to traditional school setting where their child is not thriving. We embrace these students while we do not hold anything magical in our toolbox, students are supported both emotionally and academically. This growth has meant that we have a higher than usual of students continuing to struggle academically in 2020-2021 school year.

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
Cherico, Patrice	Principal	<p>The Principal carries out IMO/IMHS's educational mission and policies as established by the Board of Directors including:</p> <ul style="list-style-type: none"> · Embrace and champion IMO/IMHS's mission · Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal) · Lead and manage faculty and staff to continue nationally recognized standards of quality education and care · Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders · Demonstrate accountability for the operating budget and financial stability of IMO/IMHS · Drive enrollment growth and student retention in all programs · Foster a culturally and socio-economically diverse population · Manage day-to-day operations of IMO/IMHS <ol style="list-style-type: none"> 1. Maintains an effective relationship with the Board of Directors, reporting to the Board President. 2. Develops and leads the administrative team of IMO/IMHS in operation of the school. 3. Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public. 4. Effectively assess, manage and mitigate risks that will negatively impact the mission of the school. 5. Works closely with accountant in carrying out the following responsibilities. 6. Ensure IMO/IMHS meets and exceeds all federal, state, district and local regulatory requirements and pursues the highest level of quality care and Montessori education. 6. Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff. 7. Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.
Tischer, Nicole	Assistant Principal	<p>Assists the Principal in carrying out IMO's broad educational mission and policies as established by the Board of Directors in these ways:</p> <ul style="list-style-type: none"> Embrace and champion IMO's mission Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal) Lead and

Name	Position Title	Job Duties and Responsibilities
		<p>manage faculty and staff to continue nationally recognized standards of quality education and care</p> <p>Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders</p> <p>Demonstrate accountability for the operating budget and financial stability of IMO Drive enrollment growth and student retention in all programs</p> <p>Foster a culturally and socio-economically diverse population</p> <p>Manage day-to-day operations of IMO</p> <p>Specific responsibilities and accountability for this position include assisting the Principal:</p> <ol style="list-style-type: none"> 1. Maintaining an effective relationship with the Board of Directors, reporting to the Board President. 2. Developing and leading the administrative team of IMO in operation of the school. 3. Serving as a primary spokesperson for IMO and promotes its programs to the public. 4. Effectively assessing, managing and mitigating risks that will negatively impact the mission of the school.

Demographic Information

Principal start date

Sunday 8/15/2021, Patrice Cherico

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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Date this data was collected or last updated

Pending

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	0	0	0	0	0	0	0	0	0	0	54	21	17	0	92
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	0	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	11	3	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	16	6	6	0	28

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	11	3	0	0	14

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	

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	0	0	0	0	0	0	0	0	0	54	21	17	0	92
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	0	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	3	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	11	3	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	16	6	6	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	11	3	0	0	14

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	

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				83%	55%	56%		54%	56%
ELA Learning Gains				100%	53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement				68%	43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement				84%	70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

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
09	2021					
	2019	76%	52%	24%	55%	21%
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	67%	10%	67%	10%
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	50%	63%	-13%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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
HSP	57	50		33	17		58				
WHT	71	61		37	50		74				
FRL	67	60		30	30		64				

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	100			70			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

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	54
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	381
Total Components for the Federal Index	7
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
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	
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	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	59
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

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

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

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

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

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

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.

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

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.

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.

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

Part V: Budget

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

Total:	\$0.00
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