Charter High School Of The Americas

2021-22 Schoolwide Improvement Plan

Table of Contents

Charter High School Of The Americas

988 FLAGLER ST, Miami, FL 33130

www.lincolnmarticharterschools.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 8/17/2015

2019-20 Status (per MSID File)	Active
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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: I (%) 2016-17: A (71%)
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 Dade 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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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	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	I

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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 Charter High School of the Americas is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

Provide the school's vision statement.

At Charter High School of the Americas we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

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
Sanchez, Barbara	Principal	Guide School
Diaz, Marilyn	Assistant Principal	Assist Principal
Forjans, Licety	ELL Compliance Specialist	ESOL Coordinator
Corcho, Ivonne	Teacher, K-12	Teacher
Silveira, Mariela	Reading Coach	Teacher and Reading Coach

Demographic Information

Principal start date
Monday 8/17/2015, Barbara Sanchez

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.*
0

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

195

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

2

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

3

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	0	0	0	0	0	0	0	0	0	44	51	55	45	195
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	10	13	8	42
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	0	0	0	0	3	4	0	1	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1	6	4	1	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	27	0	0	5	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	7	0	0	0	7
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	0	0	0	10	5	13	4	32

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

Wednesday 8/25/2021

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	0	0	0	0	0	0	0	0	0	63	67	48	35	213
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	2	1	4
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	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	27	0	0	5	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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	7	0	0	0	7

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	63	67	48	35	213
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	2	1	4
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	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	27	0	0	5	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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	7	0	0	0	7

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				61%	59%	56%		59%	56%
ELA Learning Gains				62%	54%	51%		56%	53%
ELA Lowest 25th Percentile				62%	48%	42%		51%	44%
Math Achievement				90%	54%	51%		51%	51%
Math Learning Gains				63%	52%	48%		50%	48%
Math Lowest 25th Percentile				74%	51%	45%		51%	45%
Science Achievement				79%	68%	68%		65%	67%
Social Studies Achievement				91%	76%	73%		73%	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	52%	55%	-3%	55%	-3%
Cohort Comparison						
10	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison		-52%				

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	75%	68%	7%	67%	8%
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	84%	71%	13%	70%	14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	63%	12%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	54%	35%	57%	32%

Grade Level Data Review - Progress Monitoring Assessments

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

FSA, Baselines, Mid Year, WIDA, FAIR

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	40	57
	Economically Disadvantaged	46	40	57
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		72	55
	Economically Disadvantaged		72	55
	Students With Disabilities			
	English Language Learners			67
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	18	66
	Economically Disadvantaged	26	18	66
	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	47	45	51
	Economically Disadvantaged	47	45	51
	Students With Disabilities			
	English Language Learners			13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		72	65
	Economically Disadvantaged		72	65
	Students With Disabilities			
	English Language Learners			56
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	12	50
	Economically Disadvantaged	0	12	50
	Students With Disabilities			
	English Language Learners			40
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		79	53
	Economically Disadvantaged		79	53
	Students With Disabilities			
	English Language Learners			35

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			23
	Economically Disadvantaged			23
	Students With Disabilities			
	English Language Learners			18
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
ELL	39	58	50	51	32		57	48		94	69
HSP	52	60	52	58	35	57	69	57		95	63
FRL	49	59	50	57	35	53	67	54		95	76

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
ELL	47	59	65	88	60	69	76	88		59	40
HSP	60	62	62	90	62	72	79	91		52	46
FRL	60	63	65	90	61	72	79	93		57	50
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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	618
Total Components for the Federal Index	11
Percent Tested	100%
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
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	57
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
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?

A drop in scores and levels in all tested subject areas: ELA, Science, Math and Social Studies.

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

Data must be improved in ELA, Math, Science and Social Studies

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

Students will have to attend school regularly in person, last year COVID affected this attendance and the test scores.

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

N/A

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

N/A

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

Students will attend tutoring and will have Intensive classes for Reading and Math.

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 Developments will be held to show new teaching strategies and techniques.

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

Extra tutoring and Intensive Reading and Intensive Math courses will be implemented for those students who are struggling.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Data has dropped from 2019 to 2021, students must receive more to achieve more. Due to the low data results, we must focus on ELA instructional practices. The students' lack of academic vocabulary to comprehend the complexity of texts and test questions, plus the lack of attendance in person due to the pandemic were heavy factors in this low data.
Measurable Outcome:	Students will pass at a rate of at least 70% or better on the ELA FSA.
Monitoring:	We will use FSA 2021 data, baseline, MYA and any other data in between to track student progress. We will also use electronic resources such as Reading Plus, Edgenuity, Gizmos, and IXL.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	Student work will be used as evidence of improvement. Use of Marzano vocabulary lists.
Rationale for Evidence-based Strategy:	Student work from day one of school should show improvement by mid year and so on, showing they are mastering the benchmarks given

Action Steps to Implement

The administration team will monitor student data by using student and teacher data chats. Monitor students in the Reading Plus program and diagnosis. Provide Reading intervention as needed.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Data for the end of year assessments dropped in the area of Mathematics.
Measurable Outcome:	By the end of the school year, students will increase their math end of year assessment scores by 5%.
Monitoring:	As students take different forms of assessments (baseline, MYA, etc.), the students data will be tracked by the teachers and administration.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	The evidence being used is the data collected from assessments and tracked on data charts by the teachers.
Rationale for Evidence-based Strategy:	This is the way we have always used to keep track of data for the students and its a way to see improvement or decline.

Action Steps to Implement

As students take different assessments, their data will be kept in the data chats and gradebook. This data will be turned into the administration in specified time spans. Data will be analyzed to make sure the student is making constant progress and does not regress.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The student data has dropped in Biology testing at the end of the school year.
Measurable Outcome:	The students who take the Biology end of course assessment will increase from last years scores by 5%.
Monitoring:	Students data will be tracked throughout the school year by the teacher and administration from the Baseline to the MYA to make sure the students progress before the final assessment.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	The evidence being used is data from last years assessments and data from this year's assessments.
Rationale for Evidence-based Strategy:	By analyzing the students data from the beginning of the school year to the MYA, the teacher will see the improvement and weakness of the student.

Action Steps to Implement

As students take different assessments, their data will be kept in the data chats and gradebook. This data will be turned into the administration in specified time spans. Data will be analyzed to make sure the student is making constant progress and does not regress.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Student data dropped last testing season as many students were still home due to the pandemic.
Measurable Outcome:	Student scores will increase by 10% from last year to this year in the Social Studies EOC.
Monitoring:	Students will take mini assessments done by the district as well as MYA to monitor their learning progress.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	As data is being looked at and tracked, this allows the teachers to monitor the student progress.
Rationale for Evidence-based Strategy:	Resources for student data tracking include mini assessment and MYA data, as well as unit test and quizzes.

Action Steps to Implement

As students take different assessments, their data will be kept in the data chats and gradebook. This data will be turned into the administration in specified time spans. Data will be analyzed to make sure the student is making constant progress and does not regress.

Person Responsible	Marilyn Diaz (945279@dadeschools.net)

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.

We have no behavior or discipline issues.

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.

The mission of Charter High School of the Americas is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive

environment that includes the active participation of students, teachers, parents and community stakeholders.

The school strongly believes that the main factor on promoting academic success is by consistently having ongoing communication with all stakeholders when it comes to school-wide data and school improvement strategies. Our utmost goal is to ensure all students are provided with a challenging education which will prepare them to be successful in the real world.

Since our school is a Title I school we conduct physical and/or remotely parent / student workshops on a monthly basis focusing on important topics including but not limited to: Accessing the electronic grade book portal, Code of Student conduct, statewide assessments, Reading strategies, Graduation requirements, Truancy, migrant resources etc.

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

The leadership team comprised of school principal, assistant principal, counselor and lead teachers will focus on maintaining and enhancing a positive school culture. Our utmost goal is to provide a safe, nurturing and encouraging atmosphere while exposing all students to a rigorous academic curriculum.

Students in our school are cognizant that they aren't just a 'number' and know that each of us part of the leadership team have an open door policy for our students. The advantage of having a relative small high school is that each student is assigned to a mentor (administrator, support staff and/or teacher). School counselor in addition to mentors will provide academic advisement sessions throughout the school year in order to assist our students in meeting their graduation requirements.

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
3	III.A.	**Areas of Focus: Instructional Practice: Science**	$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Social Studies**	$0.00
		Total:	**$0.00**