Cornerstone Academy Charter

2021-22 Schoolwide Improvement Plan

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Cornerstone Academy Charter

906 WALTHAM AVENUE, Belle Isle, FL 32809

www.cornerstonecharter.com

Demographics

Principal: Renee Pancoast
Start Date for this Principal: 8/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (69%) 2016-17: A (65%)
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.

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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)
Combination School KG-8	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	49%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Our mission: To provide a college preparatory educational environment with a curricular emphasis on biotechnology and life sciences. That furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners.

Provide the school's vision statement.

To provide a top shelf innovative, public education opportunity of choice in a safe, sound environment. Which:
* Has as its foundation a solid, core academic curriculum
* Offers curricular emphasis on life sciences and biotechnology
* Attracts families to live in our community
* Employs talented and passionate teachers and administrators.
* Utilizes technology tools conducive to advanced learning
* Substantially involves parents, community and corporate partners.
* Provides a full spectrum of extracurricular activities
* Instills a sense of community service and pride
* Prepares our students for college and a fulfilling and meaningful career

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
Pancoast, Renee	Principal	Pursue the vision and execute the mission of Cornerstone Charter Academy. • Provide leadership and direction to all instructional and non-instructional staff. • Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs. • Hire, evaluate, and terminate staff positions. • Administer Cornerstone Charter Academy scheduling, enrollment, and curriculum. • Provide formal and informal reports to the Governing Board. • Prepare requested materials for Cornerstone Charter Academy Board meetings, including student academic achievement data based on comparative and longitudinal measures. • Implement and follow policies and procedures. • Provide a safe environment for learning. • Ensure proper budgeting, accounting, auditing, and financial planning. • Create and continue to develop open communication with all parents of Cornerstone Charter Academy enrolled families. • Perform other duties as assigned by the Cornerstone Charter Academy Governing Board.
Downey, Paula	Assistant Principal	Pursue the vision and execute the mission of Cornerstone Charter Academy. • Provide leadership and direction to all instructional and non-instructional staff. • Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs. • Hire, evaluate, and terminate staff positions. • Administer Cornerstone Charter Academy scheduling, enrollment, and curriculum. • Provide formal and informal reports to the Governing Board. • Prepare requested materials for Cornerstone Charter Academy Board meetings, including student academic achievement data based on comparative and longitudinal measures. • Implement and follow policies and procedures. • Provide a safe environment for learning. • Ensure proper budgeting, accounting, auditing, and financial planning. • Create and continue to develop open communication with all parents of Cornerstone Charter Academy enrolled families. • Perform other duties as assigned by the Cornerstone Charter Academy Governing Board.
Casey, Michelle	Assistant Principal	Pursue the vision and execute the mission of Cornerstone Charter Academy. • Provide leadership and direction to all instructional and non-instructional staff.

Name	Position Title	Job Duties and Responsibilities
		• Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs. • Hire, evaluate, and terminate staff positions. • Administer Cornerstone Charter Academy scheduling, enrollment, and curriculum. • Provide formal and informal reports to the Governing Board. • Prepare requested materials for Cornerstone Charter Academy Board meetings, including student academic achievement data based on comparative and longitudinal measures. • Implement and follow policies and procedures. • Provide a safe environment for learning. • Ensure proper budgeting, accounting, auditing, and financial planning. • Create and continue to develop open communication with all parents of Cornerstone Charter Academy enrolled families. • Perform other duties as assigned by the Cornerstone Charter Academy Governing Board.
Reynolds, Alyson	Instructional Coach	K-5 Teacher Certification Professional Development Lesson Planning LS Gifted Coordinator SPIRE K-5 Guidance Support Model Lesson Plans
McConnell, Lauren	Instructional Coach	Curriculum Ordering MTSS K-5 SPIRE Data Chats K-5 Tutoring Professional Development Team Meetings Maintains CCA Leanring Site Model Lessons Assessing students for academic placement Model data collection Standards based teaching/assessment support Model data driven instruction iReady support
Heffelfinger, Carmen	Instructional Coach	Curriculum ordering Springboard coordinator 6-12 Writing plan Monitors US Teacher certification Maintains "CCA Learns" site US Gifted coordinator

Name	Position Title	Job Duties and Responsibilities
		New Teacher academy CTE/Industry Cert manager
Woolley, Celeste	Instructional Coach	Upper School Data coordinator 6-12 MTSS (tier 1 and 2) Intensive Reading Coach Intensive Math Coach PBIS implementation Lowest 25% tutoring Adv Studies tutoring Tracks teacher PD points

Demographic Information

Principal start date
Wednesday 8/1/2012, Renee Pancoast

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
959

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	86	92	96	100	113	132	122	129	0	0	0	0	959
Attendance below 90 percent	0	8	4	4	3	1	2	5	5	0	0	0	0	32
One or more suspensions	0	1	1	1	1	0	1	1	1	0	0	0	0	7
Course failure in ELA	0	0	0	0	5	2	9	9	33	0	0	0	0	58
Course failure in Math	0	0	0	0	8	2	8	11	8	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	5	5	9	12	15	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	14	15	0	0	0	0	40
Number of students with a substantial reading deficiency	0	0	0	5	5	5	9	12	15	0	0	0	0	51

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	4	1	12	12	20	0	0	0	0	49

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	2	2	0	1	0	0	0	0	0	0	0	0	0	5
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

Thursday 9/9/2021

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	86	95	95	94	105	114	129	133	132	0	0	0	0	983
Attendance below 90 percent	1	6	2	3	2	5	6	3	2	0	0	0	0	30
One or more suspensions	0	0	0	0	1	0	0	9	15	0	0	0	0	25
Course failure in ELA	0	0	5	2	9	7	31	38	1	0	0	0	0	93
Course failure in Math	0	0	0	8	2	8	13	10	2	0	0	0	0	43
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	8	13	17	0	0	0	0	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	13	14	16	0	0	0	0	54

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	4	2	12	11	19	24	0	0	0	0	72

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	1	0	0	0	0	0	0	1	0	0	0	0	2
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	86	95	95	94	105	114	129	133	132	0	0	0	0	983
Attendance below 90 percent	1	6	2	3	2	5	6	3	2	0	0	0	0	30
One or more suspensions	0	0	0	0	1	0	0	9	15	0	0	0	0	25
Course failure in ELA	0	0	5	2	9	7	31	38	1	0	0	0	0	93
Course failure in Math	0	0	0	8	2	8	13	10	2	0	0	0	0	43
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	8	13	17	0	0	0	0	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	13	14	16	0	0	0	0	54

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	4	2	12	11	19	24	0	0	0	0	72

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	1	0	0	0	0	0	0	1	0	0	0	0	2
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				73%	62%	61%	70%	60%	60%
ELA Learning Gains				63%	60%	59%	61%	57%	57%
ELA Lowest 25th Percentile				51%	55%	54%	43%	54%	52%
Math Achievement				74%	61%	62%	75%	60%	61%
Math Learning Gains				59%	60%	59%	71%	60%	58%
Math Lowest 25th Percentile				42%	54%	52%	65%	55%	52%
Science Achievement				74%	56%	56%	69%	56%	57%
Social Studies Achievement				84%	74%	78%	90%	74%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	55%	16%	58%	13%
Cohort Comparison						
04	2021					
	2019	71%	57%	14%	58%	13%
Cohort Comparison		-71%				
05	2021					
	2019	80%	54%	26%	56%	24%
Cohort Comparison		-71%				
06	2021					
	2019	71%	52%	19%	54%	17%
Cohort Comparison		-80%				
07	2021					
	2019	69%	48%	21%	52%	17%
Cohort Comparison		-71%				
08	2021					
	2019	75%	54%	21%	56%	19%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	62%	11%	62%	11%
Cohort Comparison						
04	2021					
	2019	72%	63%	9%	64%	8%
Cohort Comparison		-73%				
05	2021					
	2019	75%	57%	18%	60%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-72%				
06	2021					
	2019	65%	43%	22%	55%	10%
Cohort Comparison		-75%				
07	2021					
	2019	85%	49%	36%	54%	31%
Cohort Comparison		-65%				
08	2021					
	2019	45%	36%	9%	46%	-1%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	84%	54%	30%	53%	31%
Cohort Comparison						
08	2021					
	2019	58%	49%	9%	48%	10%
Cohort Comparison		-84%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	66%	17%	71%	12%
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	85%	63%	22%	61%	24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	53%	36%	57%	32%

Grade Level Data Review - Progress Monitoring Assessments

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

K-8 Reading and Math = iReady
Civics = USA Test Prep

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	52	76
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	40	74
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	61	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	47	66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	75	90
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	54	82
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	61	64
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	52	67
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	56	67
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	54	66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	56	67
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	47	58
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	50	55
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	44	57
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	47	57
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	12	12
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	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
SWD	25	39	34	25	42	39	26				
ELL	53	50	47	49	43	46	27	46			
ASN	82	77		84	55		67				
BLK	61	58	38	55	38	24	50	67			
HSP	57	50	46	53	52	46	45	60	50		
MUL	74	57		79	50						
WHT	76	65	57	72	51	35	77	75	75		
FRL	57	48	35	51	47	37	48	60	58		
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	27	39	34	33	39	28	42				
ELL	60	60	50	67	58	59	63	80			

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
ASN	88	76		91	82		100				
BLK	62	57	40	58	55	28	55				
HSP	66	62	51	63	51	39	65	84	64		
MUL	85	61		90	56						
WHT	76	64	52	80	63	45	81	84	70		
FRL	63	58	46	60	52	45	61	75	62		

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	27	37	31	39	49	38	40				
ELL	48	56	36	52	56	38	40				
ASN	91	64		91	96						
BLK	47	41	26	72	61	36	57	73			
HSP	62	56	39	65	65	53	60	89	61		
MUL	68	71		82	59						
WHT	76	65	49	79	74	79	74	93	80		
FRL	55	58	45	65	71	67	65				

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	48
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
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	52
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?

In 3rd and 4th we noticed students performed low in fractions. 3rd and 4th graders performed high in number sense and base ten numbers. Students have a math foundation but beyond that we notice challenges. 5th grade math our lowest area was operations, algebraic thinking, and fractions and we scored higher in numbers and operations in base ten. 4th grade was lower in domain 1 for ELA but higher in domain 3 which broke our past trend.
Grades 6-8 show an upward trend throughout the school year in both Reading and Math. There was a downward trend in Civics from the previous testing year.

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

5th grade is the only grade in K-5 that has data.
Civics EOC and learning gains for lowest 25% in Math.

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

In K-5 pacing and consistent teaching. Restructuring data chats, grading policies, teachers checking in with instructional coaches, additional teachers, more resources, small group instruction, math intervention and math enrichment, hands on tools. With writing our students scored lower in evidence and elaboration.

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

3rd grade ELA
For 4th grade writing our students scored very high in conventions. Our teachers made conventions a focus with their teaching.

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

We targeted our primary grades (K-2), they restructured and so we saw improvements in grade three in both math and reading. Teachers changed their assessments to reach the depth of the standard. Students left 2nd grade with pre-knowledge and so our 3rd grade teachers were able to move forward at a faster pace. With writing teachers put more of a focus on conventions. Across the grade levels we scored high in craft and structure in ELA.

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

In K-5 math pacing guides, Brainlab, Math intervention block added, extra support, Core Connections was added to support writing; Core Connections puts elaboration as a priority. In ELA we need to include more response to literature, using two or more texts, multi-text lessons, and literature in our writing lessons.

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.

In K-5 Core Connections, monthly team meetings, restructured monthly data chats, monitoring of data and tier 3 notes. Teachers will be using more multi-text teaching which should increase scores in those domains where we didn't score as high.

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

Addition of ESE and MTSS support, more paraprofessionals, restructuring tutoring sessions, redesign of monthly meetings an data chats. We are planning different math tutoring this year that focuses on specific skills.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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 installed Halo sensors in the Middle and High School restrooms to deter students from vaping during school hours. We continue to inform students regarding what is considered as a threat and the consequences for making a threat. Students are presented with a bullying presentation each year to help students understand what is bullying and how to report any incidents pertaining to bullying. We have seen a decline in out of school suspension over the past 3 years. Our goal is to teach students to be accountable for their actions and to encourage others to be accountable.

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 school works closely with our PTSA to create a community environment where we offer activities, do fundraisers, and build relationships and partnerships. We celebrate the successes of our students and staff by recognizing our accomplishments.

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

Our school administrators value our teachers and staff. We celebrate different teachers each month by recognizing them at staff meetings. Each Friday we give teachers a special food treat just as one way of recognizing their hard work.

Our PTSA and SAC support teachers and staff by offering grants and other incentives.

Our guidance counselors and school dean recognize students that have great character. We work on positive discipline in the classrooms.

We use a SEL programs (Sanford Harmony and Second Step), that support students social-emotional needs.

Part V: Budget

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

Total:	$0.00