

Broward County Public Schools

Atlantic Montessori Charter School



2021-22 Schoolwide Improvement Plan

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Atlantic Montessori Charter School

9893 PINES BLVD, Pembroke Pines, FL 33024

atlanticmontessoricharter.com

Demographics

Principal: Juana Garcia

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-3
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students
School Grades History	2018-19: C (43%) 2017-18: B (59%) 2016-17: A (69%)
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 Broward 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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atlanticmontessoricharter.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-3</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">23%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">89%</p>

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Atlantic Montessori Charter School's mission is to provide quality instruction which holds a strong commitment to the founding principles and philosophies of Montessori education and inspires academic excellence in an environment rich with warmth, kindness, and respect; while nurturing curiosity, creativity, and independence. Four core principles form the foundation for Atlantic Montessori Charter School:

- Fostering academic success by providing a safe and nurturing school environment designed for experiential learning that stimulates the child's natural curiosity.
- Developing a strongly held set of universal values, which include self-respect, respect for others, honesty, integrity, responsibility, empathy, compassion, kindness, peacefulness, and civic responsibility.
- Creating a sense of global awareness and environmental responsibility.
- Guiding children to become independent critical thinkers and self-motivated lifelong learners.

Provide the school's vision statement.

Atlantic Montessori Charter School's vision is to continue incorporating the development of highly qualified teachers and the incorporation of technology. It is crucial that our teachers continue to improve upon their teaching skills in order to maximize the impact of instruction of our students. Montessori education was founded in 1907 by Maria Montessori with the purpose of teaching students through their natural ability of acquiring knowledge versus the traditional methods of education. As time, has changed and evolved into a world of technology we must incorporate technology into the students daily learning experiences. By incorporating technology into our students' daily experiences, it will aid them in gaining the basic technology skills needed to prepare them for computer-based testing and their day to day use of technology in completing research projects, classwork, homework, etc. through their academic years.

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
Canetti, Mari	Principal	Oversee the daily activities and operations within the school. Including but not limited to advising students, approving and overseeing curriculum and implementation of curriculum, monitoring student achievement, encourage parental involvement, revise policies and procedures, manage the budget, hire and evaluate staff and oversee facilities, ensuring the school's environment is safe for all, develop and maintain effective educational programs, to promote the improvement of teaching and learning in the school.
Perera, Marilyn	Administrative Support	Oversee the daily activities and operations within the school. Including but not limited to advising students, communicating with parents, encourage parental involvement, revise policies and procedures, enrollment, IT issues, IMT, oversee facilities, and ensuring the school's environment is safe for all.
Cardona, Monica	Teacher, ESE	Oversee the daily activities and operations within the school's ESE department. Including but not limited to advising students, provides services to students in accordance to their IEP, RTI/MTSS, interventions, student accommodations, overseeing curriculum and implementation of curriculum, monitoring student achievement, ensuring the school's environment is safe for all, develop and maintain effective educational programs for ESE students, and to promote the improvement of teaching and learning in the school.
Gavilan, Maria	Reading Coach	Oversee the daily activities and operations within the Reading department of the school. Including but not limited to advising students, overseeing curriculum and implementation of curriculum, monitoring student achievement, maintain effective educational programs, and to promote the improvement of teaching and learning in the school.

Demographic Information

Principal start date

Sunday 7/1/2012, Juana Garcia

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.*

7

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.*

1

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

110

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.

2

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	31	23	12	22	0	0	0	0	0	0	0	0	0	88
Attendance below 90 percent	1	1	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	1	8	0	0	0	0	0	0	0	0	0	10

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	1	0	0	0	0	0	0	0	0	0	0	0	1

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

Monday 9/27/2021

2020-21 - As Reported

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

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		

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		

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	44	28	38	22	0	0	0	0	0	0	0	0	0	132
Attendance below 90 percent	11	3	8	5	0	0	0	0	0	0	0	0	0	27
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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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				45%	59%	57%	59%	56%	56%
ELA Learning Gains					60%	58%		57%	55%
ELA Lowest 25th Percentile					54%	53%		51%	48%
Math Achievement				40%	65%	63%	59%	62%	62%
Math Learning Gains					66%	62%		60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement					46%	53%		49%	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	45%	60%	-15%	58%	-13%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	40%	65%	-25%	62%	-22%
Cohort Comparison						

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

Grade Level Data Review - Progress Monitoring Assessments

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

K-2nd: Kinder has the added FLKRS/Star. K-2: BOY, Mid, and EOY from HMH and Go Math and monthly I-Station Data

3rd: BOY, Mid, and EOY from HMH and Go Math and monthly I-Station Data added for 3rd: FAIRs

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68	73	73
	Economically Disadvantaged	65	70	70
	Students With Disabilities	60	68	70
	English Language Learners	63	70	72
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	75	83
	Economically Disadvantaged	68	73	80
	Students With Disabilities	65	70	78
	English Language Learners	70	73	81
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	60	78
	Economically Disadvantaged	53	59	73
	Students With Disabilities	50	58	75
	English Language Learners	53	58	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68	73	88
	Economically Disadvantaged	65	70	85
	Students With Disabilities	60	63	75
	English Language Learners	63	68	78

Grade 3					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51	56	68
	Economically Disadvantaged		48	54	65
	Students With Disabilities		50	53	67
	English Language Learners		45	50	62
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		65	68	73
	Economically Disadvantaged		63	65	70
	Students With Disabilities		60	63	65
	English Language Learners		64	67	70

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											
HSP											
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											
BLK	33			50							
HSP											
FRL											
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
BLK	46			54							
FRL	60			70							

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)	

ESSA Federal Index	
OVERALL Federal Index – All Students	45
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	50
Total Points Earned for the Federal Index	135
Total Components for the Federal Index	3
Percent Tested	90%

Subgroup Data	
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Students With Disabilities	
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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	
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Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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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	
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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	
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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	
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Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The trend that is reflected in our most current school wide data across grade levels, subgroups, and core content areas is a decline in reading comprehension.

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

Based off of all the data, progress monitoring, and 2019 state assessments Reading demonstrates 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?

The data component that showed the greatest decline from the prior year was the area of reading comprehension (school wide). We feel that this could be because the students did not have the face-to-face instruction during the AP3 of 2019-2020 school year and during the 2021-2022 school year

most were not in attendance in the brick-and-mortar setting. The data from AP1 demonstrates the lowest performance is that of ELA, in the area of Reading Comprehension. Due to that finding we are concentrating our school wide PLC on data analysis of the different areas of reading comprehension, such as phonemic awareness, decoding, vocabulary, and fluency.

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

Based off of all the data, progress monitoring, and 2019 state assessments Math demonstrates the most improvement.

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

School wide we focused our PLCs in the area of math being that the prior year our math data showed an incline. We implemented new resources and before school/after school academic enrichment classes in which the focus was in the area of Math.

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

School wide we are focusing in Reading. We will continue implementing our scope and sequence, take the objectives and simplify them. In the upper elementary classes, we will focus on comprehension and literacy skills. Main goal is to introduce each objective at least once within the needed time frame. Teachers will teach the learning objectives in various formats. This will allow us to target all students learning needs and accommodations. Teaching literacy concepts will be an ongoing process. Constructive feedback will be provided. This encourages students to self-reflect on what they are doing well and what they need to improve upon.

Additionally, students in K-2nd will be assessed three times in the school year with BAS. Students in 1st - 3rd grade will receive interventions given by the appropriate certified teachers utilizing HMH Into Reading Read and Response Journal. Students in 3rd grade will be assessed with FAIRs. School wide students will be assessed throughout the school year through HMH Into Reading weekly and quarterly assessments.

Data will continue to be collected on a weekly and monthly basis. This will help us target any student that is not meeting the standards. The Reading Beginning, Middle and End of Year Test benchmarks, FAIRs, FLKRS, IStation data will be collected and monitored monthly. Data collected will continue to be used to drive instruction and provide accurate differentiated instruction. During the monthly meetings, staff will analyze and have data chats about the information collected. This data will help properly drive instruction school wide.

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.

Well-crafted and continuing professional development is crucial and essential for student growth during this school year. Educational technology, State guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices. During Professional Learning Community meetings teachers share student outcomes, lesson plans and best practices. Teachers are focusing their Professional Learning Community meetings in the area of Reading/ELA materials with specific emphasis on the content area(s) that our student data shows a need for. The school has made it a goal and priority to ensure that all instructional staff is working towards ensuring that all our students need(s) are being met as best as possible. In addition, Atlantic Montessori Charter School opts-in to Broward County's professional development courses offered via LAB and BVU.

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

Based on our schools data analysis and Early Warning System we will continue to focus in the area of reading with a focus on phonemic awareness and phonics. Our teachers will focus on small groups, interventions, iStation, Explode the Code and/or the usage of SRA within the classroom. ELL students will have extra support provided by our ELL Specialist and Reading Coach. Students will also continue utilizing Imagine Learning. ESE students will also be given extra support by our ESE specialist, Reading Coach, and SLP (when applicable). Reading will be the content area of target of before and after school tutorial sessions as well as classroom reinforcement and enrichment activities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: After reviewing and comparing AP3 (20-21) and AP1 (21-22) data it showed the greatest decline was in the area of reading comprehension (school wide). This is why we are focusing in the area of Reading/ELA.

Measurable Outcome: By June 2022, 100% of teacher participants will report at least 10% overall student increase in the area of ELA/Reading as evidenced by beginning, middle, and end of year assessments.

Monitoring: School wide data will continue to be collected on a weekly and monthly basis. This will help us target any student that is not meeting the standards. We will identify where the area of difficulty is. Students will also be tracked by the Early Warning System. Students who were in RTI the previous year will continue on RTI. Students not meeting the standards will be placed in RTI. ELL and ESE students will be further monitored by the given specialist. The Reading Beginning, Middle and End of Year Test benchmarks, FAIRs, FLKRS, IStation data will continue to be collected and monitored. All the data information collected will continue to be used to drive and provide accurate differentiated instruction. Instruction driven by data is key to meeting our students' needs. During monthly meetings staff will analyze and have data chats about the information collected. Using this information to accurately drive instruction.

Person responsible for monitoring outcome: Maria Gavilan (mgavilan@amcharterschool.com)

Evidence-based Strategy: Evidence-based strategies being implemented in our reading block are activating prior knowledge. This increases students' comprehension skills when it is explicitly instructed in the classroom. Student reflection on and recording of background knowledge will be activated through questioning. By students having direct instruction on background knowledge, it will significantly improve students' comprehension of various texts that they encounter. This evidence-based approach includes instruction on definitions of unknown vocabulary, translations of phrases, and clarification of different concepts in the text. One way to support the student's background knowledge is by providing a summary of the text to read and then immersing students in experiences of their own and others. Teachers can provide that knowledge by introducing graphic organizers, previewing the text by giving the students a summary of the text, describing characters, and include students answering various questions about the material that they have read.

Rationale for Evidence-based Strategy: Teachers are required to deliver quality instruction to prepare students to perform well in class and on state exams. We examined problems that students might have with reading comprehension and acknowledge that the evidence-based strategies mentioned above will address the needs of struggling readers. We analyzed our data and an overview of the possible different factors that are associated with reading, reading comprehension is not solely a product of reading decoding skills, teachers should not assume that a student struggling to comprehend is caused by a lack of decoding skills. Teachers should identify the reason a student is struggling to comprehend what they read, design instruction according to the need presented. There is strong evidence within our curriculum to include teaching strategies and evidence-based interventions are aligned with one another, students are taught specific strategies/skills they will most likely become successful learners or be on the path to becoming one.

Action Steps to Implement

No action steps were entered for this area of focus

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.

No action required.

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.

No action required.

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

No action required.

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
Total:			\$0.00