

Orange County Public Schools

Passport Charter



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	20
Positive Culture & Environment	20
Budget to Support Goals	21

Passport Charter

5221 CURRY FORD RD, Orlando, FL 32812

[no web address on file]

Demographics

Principal: Osvaldo Garcia

Start Date for this Principal: 7/2/2002

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (55%) 2016-17: A (64%)
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	6
Needs Assessment	9
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	21

Passport Charter

5221 CURRY FORD RD, Orlando, FL 32812

[no web address on file]

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	89%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Passport School, Inc. is to provide instruction to students in Kindergarten through 8th grade based on the individual needs of children in an inclusive environment where children with disabilities are educated with their non-disabled peers. The school will achieve its mission through low student teacher ratios, cooperative learning, multi-sensory-hands-on-learning, frequent assessment and extensive networking with parents, faculty, administration, staff, friends and businesses within the community.

Provide the school's vision statement.

The Core Philosophy of the Passport School, Inc. is to provide an inclusive environment where children can strive to be successful and learn to accept each other's differences while working together. Faculty, staff, administrators and parents will work together to provide academic and social guidance.

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
Garcia, Osvaldo	Principal	<p>Directs and coordinates educational, administrative, and counseling activities of primary or secondary school by performing the following duties personally or through subordinate supervisors.</p> <p>Duties</p> <ul style="list-style-type: none"> • Develops and evaluates educational program to ensure conformance to state and school board standards. • Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives. • Confers with teachers, students, and parents concerning educational and behavioral problems in school. • Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. • Requisitions and allocates supplies, equipment, and instructional material as needed. • Directs preparation of class schedules, cumulative records, and attendance reports. • Walks about school building and property to monitor safety and security. • Plans and monitors school budget. • Plans and directs building maintenance. • Develops and administers educational programs for students with mental or physical disabilities.

Demographic Information

Principal start date

Tuesday 7/2/2002, Osvaldo 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.*

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.*

4

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

173

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	16	18	18	18	19	22	22	21	21	0	0	0	0	175	
Attendance below 90 percent	3	3	6	6	4	10	9	4	11	0	0	0	0	56	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
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	7	4	5	2	1	2	0	0	0	0	21	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	2	8	6	7	2	0	0	0	0	30	
Number of students with a substantial reading deficiency	6	4	8	3	4	11	9	7	8	0	0	0	0	60	

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	1	0	0	0	0	1	1	0	0	0	0	3

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

Thursday 9/30/2021

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	17	18	17	17	21	22	22	19	20	0	0	0	0	173	
Attendance below 90 percent	1	0	2	1	3	2	1	2	6	0	0	0	0	18	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	0	1	0	0	0	0	0	1	0	0	0	0	2	
Course failure in Math	0	0	1	0	0	0	0	0	1	0	0	0	0	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	4	5	2	1	2	0	0	0	0	21	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	2	8	6	7	2	0	0	0	0	30	

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	1	1	3	5	2	2	2	0	0	0	0	16

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	1	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				59%	62%	61%	60%	60%	60%
ELA Learning Gains				66%	60%	59%	61%	57%	57%
ELA Lowest 25th Percentile				77%	55%	54%	71%	54%	52%
Math Achievement				47%	61%	62%	51%	60%	61%
Math Learning Gains				54%	60%	59%	57%	60%	58%
Math Lowest 25th Percentile				56%	54%	52%	58%	55%	52%
Science Achievement				36%	56%	56%	70%	56%	57%
Social Studies Achievement				55%	74%	78%	67%	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	53%	55%	-2%	58%	-5%
Cohort Comparison						
04	2021					
	2019	47%	57%	-10%	58%	-11%
Cohort Comparison		-53%				
05	2021					
	2019	29%	54%	-25%	56%	-27%
Cohort Comparison		-47%				
06	2021					
	2019	68%	52%	16%	54%	14%
Cohort Comparison		-29%				
07	2021					
	2019	67%	48%	19%	52%	15%
Cohort Comparison		-68%				
08	2021					
	2019	73%	54%	19%	56%	17%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	62%	-20%	62%	-20%
Cohort Comparison						
04	2021					
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-42%				
05	2021					
	2019	29%	57%	-28%	60%	-31%
Cohort Comparison		-44%				
06	2021					
	2019	50%	43%	7%	55%	-5%
Cohort Comparison		-29%				
07	2021					
	2019	36%	49%	-13%	54%	-18%
Cohort Comparison		-50%				
08	2021					
	2019	68%	36%	32%	46%	22%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	54%	-30%	53%	-29%
Cohort Comparison						
08	2021					
	2019	41%	49%	-8%	48%	-7%
Cohort Comparison		-24%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	66%	-11%	71%	-16%
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					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The School utilized I-Ready Data to compile the data below

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	28	50
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	33	61
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	1
	English Language Learners	1	1	6
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	54	59
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	40	65
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	1	1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	73	77
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	53	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	1
	English Language Learners	1	1	1
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	10	39
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1	0	1
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	15	43
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	1	0	2

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	27	45
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	16	50
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	41	54
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	27	28
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	1	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	44	42
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	39	37
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	1	0
	English Language Learners	0	1	1
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	75	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	1	1
	English Language Learners	1	1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	55	65
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1	3	2
	English Language Learners	0	1	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Science	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	38		4	44						
ELL	44	70	86	30	35	33	23	62			
HSP	45	63	79	36	46	44	32	53			
WHT	64			55							
FRL	47	63	71	33	37	47	35	43			
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	17	62	77	22	48	64					
ELL	50	68	75	36	54	60	21	40			
HSP	56	66	78	42	54	54	32	53			
WHT	83			83							
FRL	60	69	81	51	57	50	39	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	41	64	62	38	57						
ELL	46	53	77	39	53	67					
HSP	56	58	68	45	55	55	66	65			
WHT	91			90							
FRL	60	56	65	48	58	55	68	67			

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	46
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	52
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	
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	50
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	60
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	47
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?

The data trends shows that in the area of ELA the school continues with a consistent improvement in the low 25% and ELA learning gains greater than the State and the District average. The ELA achievement is similar to the State and District average.

In Math the School shows lower scores in learning achievement than the State and the District. However, the School has performed better than the State and the District average in the area of the low 25% subgroup.

In Science achievement the School shows the lowest success as compared with the State and the District, with a significant drop as compared from the prior year.

In Social Studies the School also shows a significant lower performance as compared with the State and the District.

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

The greatest needs of improvement are in the area of Math, Science and Civics.

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

We believe that the pandemic was a contributing factor that affected the Math, Science and Civics scores. We also believe that having two new teachers in those grades in such trying time during the pandemic may have affected our ability to train new teacher in curriculum strategies. We also believe that the low number of minutes required by the State in the above mentioned subjects also affect student performance.

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

The academic area that showed the most improvement was ELA, particularly in the low 25%.

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

We believe that hiring teachers with ESOL endorsement and assisting those who needed to complete either the endorsement of the certification in ESOL better equipped our teacher to work with those students. We ensure that our teachers enrolled in courses to prepare them to work with our low 25% and ELL students.

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

The School has hired a Math coach and is also making a better effort to identify students with disabilities to gain a better understanding on why our students are struggling to show progress. We also have acquired a new ELA curriculum based on the Florida standards. Teacher have also gained more training and skills in the area of technology resources.

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.

Our teachers in the primary grades will received training in the new ELA standards. They will continue to gain ESOL certification or endorsement. We will provide after school tutoring to help the low performing students and we will train our teachers in making the most effective use of technology.

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

The additional services will be providing is extra Math assistance by a Math coach, after school tutoring and we will be extending the school day on Wednesdays to provide additional instructional minutes. We will also extend the number of minutes for Science and Social Studies.

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.

We believe that our school is a very safe school. The few incidents that we have had have been from a handful of student with issues carried from the community to our school. In order to help monitor and assist our students in making better choices and monitor their safety we have an armed security guard on campus and two mental health counselors that do monthly Social Emotional Learning (SEL) sessions with our students.

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.

We have bought into the idea that Social Emotional Learning is part of the school responsibility to promote and educate our students to have a more positive environment.

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

Our school security guard and the mental health staff from the District are an integral part of promoting a safe environment and support to other staff to enhance Social Emotional Learning.

Part V: Budget

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

Total:	\$50,000.00
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