Hillcrest Elementary School

2021-22 Schoolwide Improvement Plan

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Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

http://lwcharterschools.com/hillcrest

Demographics

Principal: Rebecca Thomas

Start Date for this Principal: 8/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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 Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2020-21: B (42%) 2018-19: B (54%) 2017-18: B (56%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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

N/A

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)
Elementary School PK-5	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	51%

School Grades History

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

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Hillcrest Hawks will learn, create, communicate, cooperate, explore and soar to their highest potential. Hawks will leave the nest seeking the adventure of life-long learning.

Provide the school's vision statement.

Hillcrest Elementary will strive to build a culture where students feel loved while acquiring a passion for learning. Hawks will soar as they discover their individuality while achieving their dreams and goals, excelling beyond their expectations!

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
Thomas, Rebecca	Principal	
Barnhardt, April	Assistant Principal	
Camann, Lisa	Reading Coach	
Comeaux, Leslie	Math Coach	
Stegman, Tina	Teacher, ESE	
Goodman, Nicole	Science Coach	
Downes, Laura	School Counselor	

Demographic Information

Principal start date
Tuesday 8/17/2021, Rebecca Thomas

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.*
10

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
701

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	
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	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	
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
Friday 8/20/2021

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	126	108	106	127	91	115	0	0	0	0	0	0	0	673
Attendance below 90 percent	11	7	6	18	13	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	3	4	3	2	0	0	0	0	0	0	0	14
Course failure in ELA	5	2	5	14	3	0	0	0	0	0	0	0	0	29
Course failure in Math	4	0	3	2	4	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	11	12	16	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	7	16	10	0	0	0	0	0	0	0	33
Dec. 2019 Reading Maps Level 1's	21	14	23	31	14	9	0	0	0	0	0	0	0	112
Dec. 2019 Math Maps Level 1's	18	6	22	18	13	12	0	0	0	0	0	0	0	89

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	6	4	2	13	7	2	0	0	0	0	0	0	0	34

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	19	9	7	20	0	0	0	0	0	0	0	0	0	55
Students retained two or more times	0	0	0	2	3	0	0	0	0	0	0	0	0	5

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	126	108	106	127	91	115	0	0	0	0	0	0	0	673
Attendance below 90 percent	11	7	6	18	13	8	0	0	0	0	0	0	0	63
One or more suspensions	2	0	3	4	3	2	0	0	0	0	0	0	0	14
Course failure in ELA	5	2	5	14	3	0	0	0	0	0	0	0	0	29
Course failure in Math	4	0	3	2	4	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	11	12	16	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	7	16	10	0	0	0	0	0	0	0	33
Dec. 2019 Reading Maps Level 1's	21	14	23	31	14	9	0	0	0	0	0	0	0	112
Dec. 2019 Math Maps Level 1's	18	6	22	18	13	12	0	0	0	0	0	0	0	89

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	6	4	2	13	7	2	0	0	0	0	0	0	0	34

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	19	9	7	20	0	0	0	0	0	0	0	0	0	55
Students retained two or more times	0	0	0	2	3	0	0	0	0	0	0	0	0	5

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	57%			56%		57%	55%		56%
ELA Learning Gains	44%			56%		58%	58%		55%
ELA Lowest 25th Percentile	35%			42%		53%	40%		48%
Math Achievement	60%			68%		63%	75%		62%
Math Learning Gains	37%			62%		62%	73%		59%
Math Lowest 25th Percentile	21%			40%		51%	34%		47%
Science Achievement	37%			53%		53%	54%		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	50%			58%	-8%
Cohort Comparison						
04	2021					
	2019	57%			58%	-1%
Cohort Comparison		-50%				
05	2021					
	2019	57%			56%	1%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%			62%	-1%
Cohort Comparison						
04	2021					
	2019	73%			64%	9%
Cohort Comparison		-61%				
05	2021					
	2019	64%			60%	4%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%			53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA MAPS progress monitoring, complete 3 times a year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63		
	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	38	7	10	32	14	18	10				
ELL	39	45		48	18						
BLK	44	44		38	13		8				
HSP	52	45		55	31		25				
MUL	73			64							
WHT	63	41		70	50		55				
FRL	49	42	32	52	30	18	21				

				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	24	38	18	32	38						
ELL	17	38	33	44	58	36					
BLK	35	49	31	33	40	33	43				
HSP	44	54	44	65	67	39	27				
WHT	70	58	50	82	66	45	67				
FRL	47	54	41	60	57	36	43				

				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	32	50	46	46	50	17					
ELL	24	52	46	53	68	54	23				
BLK	40	41	29	59	67	47	43				
HSP	46	61	54	64	65	33	43				
WHT	64	62	30	85	79	24	63				
FRL	48	49	39	67	68	33	47				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	42
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	69
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	
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	56
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

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

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

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

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	1.The data from 2021 FSA showed 60% proficiency grade 3-5 and our goal is to have 65% level 3 or higher. 2. We would like 50% or more of our students to show a learning gain in all grade levels.
Measurable Outcome:	We will provide standards based instruction in every classroom and also provide small targeted group instruction. We will measure the effectiveness of our small group through formative assessments and progress monitoring.
Monitoring:	This will be monitored through daily classroom observations of teachers' instruction. We will also use formative assessments, data folders, and all math teachers will meet with our math resource teacher monthly for trainings and monitoring.
Person responsible for monitoring outcome:	Leslie Comeaux (leslie.comeaux@lwcharterschools.com)
Evidence-based Strategy:	Standards based instruction in all classrooms.
Rationale for Evidence-based Strategy:	We know standards based instruction provides the students the best opportunity to reach proficiency expectations as outlined by the FSA.

Action Steps to Implement

Implementation of small group strategies and direct instruction will be monitored by administration and math resource teacher. Support will be provided for beginning teachers to help meet their professional development needs. Monthly meetings to ensure standards based instruction is being implemented effectively for all students.

Students who are performing below grade level will receive additional small group instruction.

Person Responsible	Leslie Comeaux (leslie.comeaux@lwcharterschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	1. The 2020-2021 FSA data showed that 57% of our 3-5 students were at or above proficiency in ELA, our goal this year is to have 60% or more of our students at our above proficiency. 2. We also noticed a deficiency in our learning gains based on the FSA 20-21 data, our goal is to have 50% or more of all students to make learning gains.
Measurable Outcome:	We will measure and monitor our progress through monthly PLCs, formative assessments, and continuous progress monitoring.
Monitoring:	We will measure and monitor our progress through monthly PLCs, formative assessments, and continuous progress monitoring. Administration will complete frequent classroom observations to ensure standards based instruction is implemented.
Person responsible for monitoring outcome:	Lisa Camann (lisa.camann@lwcharterschools.com)
Evidence-based Strategy:	We will implement state standards with fidelity by using the state approved reading curriculum Wonders. We will also provide ongoing professional development for staff for in depth understanding of the B.E.S.T. Standards. Teachers will use evidence based strategies in classroom instruction.
Rationale for Evidence-based Strategy:	We chose our curriculum because it is state approved and has an intervention component that will help reach all students.

Action Steps to Implement

1. Teachers will implement the curriculum and standards with fidelity. Administration and leadership team will observe, monitor progress through classroom observations, data chats, and monthly PLCs.
2. Teachers will use our new MTSS curriculum for small group instruction and all Tier 3 students will be serviced by Reading Endorsed teachers.

Person Responsible	Lisa Camann (lisa.camann@lwcharterschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our 2020-2021 state standards assessment in Science data having only 38% of our students proficient in Science.
Measurable Outcome:	The school plans to achieve 50% of our students to be proficient in Science.
Monitoring:	We have scheduled more Science instruction time in the master schedule and created new curriculum maps that are standards driven. We have also added a new Science Coach to our Hillcrest staff to help with implementation of the Science standards K-5. We are going to implement more hands-on Science.
Person responsible for monitoring outcome:	Nicole Goodman (nicole.goodman@lwcharterschools.com)
Evidence-based Strategy:	Standards based instruction
Rationale for Evidence-based Strategy:	We will be using Science Elevate, Boot Camp, FLDO Toolkit, and CPALMS.

Action Steps to Implement

1. Science curriculum will be implemented in each grade level.
2. Additional Science time has been added to the master schedule.
3. Hands-on activities will be used in classroom instruction.

Person Responsible   Nicole Goodman (nicole.goodman@lwcharterschools.com)

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 are going to provide more students and staff support with bullying training, implementing the Growth Mindset, and Harmony lessons weekly. We have also added a full time social worker to our staff.

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 are implementing the Growth Mindset school wide and bringing back the Positive Behavior System. We are also using the Harmony Social Emotional Curriculum on a weekly basis. The school will participate in monthly character kick-offs that highlight positive behavior. Our social worker and administration will be mentoring students for conflict resolution and character building activities.

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

Our stakeholders include our students, staff, parents, and community members. Community members provide input and support to our staff and students through participation in PTO, SAC, and other outreach programs with in our school.

Parents and teachers work together to help ALL students grow! When necessary administration and leadership team are pulled into address any concerns that might impact the positive culture of the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	**$0.00**