

Orange County Public Schools

# Innovation Montessori Ocoee



2021-22 Schoolwide Improvement Plan

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# Innovation Montessori Ocoee

1644 N LAKEWOOD AVE, Ocoee, FL 34761

<http://www.montessoriwgc.com/>

## Demographics

**Principal: Cathy Tobin**

Start Date for this Principal: 8/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	24%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: C (53%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Innovation Montessori Ocoee

1644 N LAKEWOOD AVE, Ocoee, FL 34761

<http://www.montessoriwgc.com/>

### 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-12	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	54%

### School Grades History

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

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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 is to provide an authentic Montessori education in a public school setting for kindergarten through high school.

#### Core Values:

- i. \*Individuality/Diversity, we value each individual's diversity and unique perspective from an educational, cultural and intellectual standpoint in balance with the needs of the community.
- ii. \*Lifelong Learning, we value a lifelong love of learning. We do this by providing a rich intellectually demanding academic experience in a well-prepared child-centered environment.
- iii. \*Respect, we value self-respect, mutual respect, respect for others, and respect for our environment with integrity.
- iv. Work Ethic with a sense of Mission and Passion. Being prepared. Being joyfully dedicated. Being dependable and responsible. Demonstrating initiative. Professionalism.
- v. Demonstrate Grace and Courtesy with Adults and Children. Being peaceful. Being present. Being empathetic, compassionate and understanding
- vi. Build a Positive Team, Community and Family Spirit. Building open and honest relationships with communication.
- vii. Love, Respect and Belief in the Child...in the Adult...in Humanity

#### Community Agreements:

1. Listen with compassion – seek to understand, not just to respond.
2. Be clear, be kind – “This is what I need.” “What do you need?”
3. All are heard – everyone has a voice, everyone matters.
4. Dare greatly – it takes courage to engage in the hard conversations.
5. Give grace – assume good intentions.
6. Forge connections – build cross-campus relationships.
7. Celebrate others – appreciate their efforts, progress and accomplishments.
8. Rest without guilt – take time for self-care.

#### Provide the school's vision statement.

Our vision is to provide a strong Montessori foundation that enables our students to achieve their full potential,  
develop curiosity, creativity, imagination, and to become responsible citizens of the world.

### 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
Mubarak, Liana	Assistant Principal	<p>Assists the Principal in carrying out IMO's broad educational mission and policies as established by the Board of Directors in these ways:</p> <ul style="list-style-type: none"> <li>Embrace and champion IMO's mission</li> <li>Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal)</li> <li>Lead and manage faculty and staff to continue nationally recognized standards of quality education and care</li> <li>Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders</li> <li>Demonstrate accountability for the operating budget and financial stability of IMO</li> <li>Drive enrollment growth and student retention in all programs</li> <li>Foster a culturally and socio-economically diverse population</li> <li>Manage day-to-day operations of IMO</li> </ul> <p>Specific responsibilities and accountability for this position include assisting the Principal:</p> <ol style="list-style-type: none"> <li>1. Maintaining an effective relationship with the Board of Directors, reporting to the Board President.</li> <li>2. Developing and leading the administrative team of IMO in operation of the school.</li> <li>3. Serving as a primary spokesperson for IMO and promotes its programs to the public.</li> <li>4. Effectively assessing, managing and mitigating risks that will negatively impact the mission of the school.</li> </ol>
Tobin, Cathy	Principal	<p>The Principal carries out IMO/IMHS's educational mission and policies as established by the Board of Directors including:</p> <ul style="list-style-type: none"> <li>· Embrace and champion IMO/IMHS's mission</li> <li>· Maintain licensing and accreditation requirements and compliance with all regulating agencies (district, state and federal)</li> <li>· Lead and manage faculty and staff to continue nationally recognized standards of quality education and care</li> <li>· Cultivate effective relationships with all constituents, including students, families, faculty, staff, board of trustees, community members and key stakeholders</li> <li>· Demonstrate accountability for the operating budget and financial stability of IMO/IMHS</li> <li>· Drive enrollment growth and student retention in all programs</li> <li>· Foster a culturally and socio-economically diverse population</li> <li>· Manage day-to-day operations of IMO/IMHS</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>1. Maintains an effective relationship with the Board of Directors, reporting to the Board President.</li> <li>2. Develops and leads the administrative team of IMO/IMHS in operation of the school.</li> <li>3. Serves as a primary spokesperson for IMO/IMHS and promotes its programs to the public.</li> <li>4. Effectively assess, manage and mitigate risks that will negatively impact the mission of the school.</li> <li>5. Works closely with accountant in carrying out the following responsibilities.</li> <li>6. Ensure IMO/IMHS meets and exceeds all federal, state, district and local regulatory requirements and pursues the highest level of quality care and Montessori education.</li> <li>6. Defines faculty and staff positions needed to implement IMO/IMHS's programs, and recruits highly effective staff.</li> <li>7. Works to promote constructive relationships between, students, faculty and administrators, recognizing the importance of developing each individual.</li> </ol>

### Demographic Information

#### Principal start date

Monday 8/23/2021, Cathy Tobin

**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

51

#### Total number of students enrolled at the school

717

#### 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.

6

### 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	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	0	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**

Tuesday 9/21/2021

**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	90	75	77	80	75	71	62	66	68	0	0	0	0	664	
Attendance below 90 percent	0	17	14	24	14	10	10	0	7	0	0	0	0	96	
One or more suspensions	0	0	1	2	0	0	1	1	3	0	0	0	0	8	
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	1	0	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	4	1	3	0	0	0	0	16	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	24	15	12	0	0	0	0	69	
	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	1	2	6	8	1	2	0	0	0	0	20

**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	

**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	90	75	77	80	75	71	62	66	68	0	0	0	0	664	
Attendance below 90 percent	0	17	14	24	14	10	10	0	7	0	0	0	0	96	
One or more suspensions	0	0	1	2	0	0	1	1	3	0	0	0	0	8	
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	1	0	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	4	1	3	0	0	0	0	16	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	16	24	15	12	0	0	0	0	69	
	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	1	2	6	8	1	2	0	0	0	0	20

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	62%	61%	62%	60%	60%
ELA Learning Gains				69%	60%	59%	50%	57%	57%
ELA Lowest 25th Percentile				66%	55%	54%	26%	54%	52%
Math Achievement				51%	61%	62%	49%	60%	61%
Math Learning Gains				53%	60%	59%	53%	60%	58%
Math Lowest 25th Percentile				42%	54%	52%	42%	55%	52%
Science Achievement				58%	56%	56%	61%	56%	57%
Social Studies Achievement				90%	74%	78%	77%	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	63%	55%	8%	58%	5%
Cohort Comparison						
04	2021					
	2019	69%	57%	12%	58%	11%
Cohort Comparison		-63%				
05	2021					
	2019	81%	54%	27%	56%	25%
Cohort Comparison		-69%				
06	2021					
	2019	84%	52%	32%	54%	30%
Cohort Comparison		-81%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	66%	48%	18%	52%	14%
Cohort Comparison		-84%				
08	2021					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-66%				
09	2021					
	2019					
Cohort Comparison		-61%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	62%	-18%	62%	-18%
Cohort Comparison						
04	2021					
	2019	39%	63%	-24%	64%	-25%
Cohort Comparison		-44%				
05	2021					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-39%				
06	2021					
	2019	70%	43%	27%	55%	15%
Cohort Comparison		-48%				
07	2021					
	2019	48%	49%	-1%	54%	-6%
Cohort Comparison		-70%				
08	2021					
	2019	27%	36%	-9%	46%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						
08	2021					
	2019	51%	49%	2%	48%	3%
Cohort Comparison		-60%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	89%	66%	23%	71%	18%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	69%	63%	6%	61%	8%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	53%	-53%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	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	50			24							
ELL	33	50			42	45					
ASN	67			55							
BLK	61	70		23	36		43				
HSP	61	44	27	38	50	50	42	78	58		
MUL	58			42							
WHT	75	62	64	57	52	31	65	95	71		
FRL	54	70	68	35	40	47	36				
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	44	60		14							
ELL	27	53	58	15	47	45					

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	100			92							
BLK	37	56	45	22	32	18	20				
HSP	64	73	68	46	54	53	63				
MUL	80			70							
WHT	80	69	67	56	54	42	60	95	74		
FRL	37	44	40	26	19		36				
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	29	42		31	33						
ELL	50			25							
BLK	46	36		29	50		50				
HSP	53	45	10	37	41	43	54				
WHT	71	57	47	58	60	45	75				
FRL	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)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	9
Percent Tested	76%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	61
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	47
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	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	50
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	64
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	50
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?**

**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:

*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.

### 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.**

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

### Part V: Budget

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

Total:	\$0.00
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