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# Attucks Middle School

3500 N 22ND AVE, Hollywood, FL 33020

[ no web address on file ]

## Demographics

Principal: Cassandra Adderley

Start Date for this Principal: 10/15/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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: B (54%) 2017-18: C (48%) 2016-17: C (51%)
<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 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](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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# Attucks Middle School

3500 N 22ND AVE, Hollywood, FL 33020

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	71%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	C

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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.

Attucks Middle School's mission is to provide a quality and personalized education to all students, in a supportive, innovative, and secure environment while providing unique educational opportunities in the study of Communications, Broadcasting Arts, and Digital Media.

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

Our vision is to build Attucks Middle School in becoming the heart of the city of Hollywood by developing our young Eagles to soar in their educational journey through a dynamic, rigorous, and innovative approach to teaching and learning.

### 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
Adderley, Cassandra	Principal	
Tait, Terry	Assistant Principal	
Rowe, Shenee	Assistant Principal	

### Demographic Information

#### Principal start date

Friday 10/15/2021, Cassandra Adderley

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

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

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

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

#### Demographic Data

### Early Warning Systems

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	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

**Date this data was collected or last updated**

Friday 10/15/2021

**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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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	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

**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	0	0	0	0	0	0	330	282	309	0	0	0	0	921
Attendance below 90 percent	0	0	0	0	0	0	80	90	87	0	0	0	0	257
One or more suspensions	0	0	0	0	0	0	15	5	3	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	22	31	42	0	0	0	0	95
Course failure in Math	0	0	0	0	0	0	21	29	5	0	0	0	0	55
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	55	65	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	58	54	76	0	0	0	0	188

**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	103	99	122	0	0	0	0	324

**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	11	13	1	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

**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				47%	57%	54%	47%	57%	53%
ELA Learning Gains				52%	57%	54%	49%	57%	54%
ELA Lowest 25th Percentile				45%	48%	47%	35%	50%	47%
Math Achievement				47%	60%	58%	44%	60%	58%
Math Learning Gains				51%	58%	57%	45%	59%	57%
Math Lowest 25th Percentile				49%	49%	51%	39%	50%	51%
Science Achievement				43%	49%	51%	37%	52%	52%
Social Studies Achievement				67%	71%	72%	68%	72%	72%

**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
06	2021					
	2019	48%	57%	-9%	54%	-6%
Cohort Comparison						
07	2021					
	2019	42%	55%	-13%	52%	-10%
Cohort Comparison		-48%				
08	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	58%	-11%	55%	-8%
Cohort Comparison						
07	2021					
	2019	33%	53%	-20%	54%	-21%
Cohort Comparison		-47%				
08	2021					
	2019	26%	45%	-19%	46%	-20%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison						

<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	100%	67%	33%	67%	33%
<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	63%	71%	-8%	71%	-8%
<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	86%	61%	25%	61%	25%
<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	94%	56%	38%	57%	37%

**Grade Level Data Review - Progress Monitoring Assessments**

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

i-Ready checkpoints were utilized for the below data

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	36	37
	Economically Disadvantaged	34	40	
	Students With Disabilities	15	21	21
	English Language Learners	16	17	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	31	
	Economically Disadvantaged			
	Students With Disabilities	3	4	
	English Language Learners	0	9	
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	37	38
	Economically Disadvantaged	35	40	
	Students With Disabilities	13	20	20
	English Language Learners	12	16	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	17	
	Economically Disadvantaged			
	Students With Disabilities	3	4	
	English Language Learners	0	9	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	42	
	Economically Disadvantaged	38	43	
	Students With Disabilities	16	21	
	English Language Learners	12	18	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	9	
	Economically Disadvantaged			
	Students With Disabilities	3	4	
	English Language Learners	0	9	
	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	16	28	29	16	19	15	11	36			
ELL	36	55	54	23	21	29	29	42	27		
ASN	60	46		53	23						
BLK	41	36	17	28	16	10	30	48	61		
HSP	50	57	52	39	24	25	47	53	62		
MUL	81	75		56	44						
WHT	49	52	40	43	22	19	55	61	81		
FRL	44	46	31	34	22	17	39	52	63		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	43	32	25	51	49	21	50			
ELL	25	41	40	30	51	57	19	55	70		

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	57	62		57	62						
BLK	42	51	46	43	49	47	41	65	78		
HSP	49	52	49	50	55	51	40	69	85		
MUL	62	71		62	62			90			
WHT	57	46	32	51	47	55	50	59	90		
FRL	45	51	44	45	50	50	40	67	82		

  

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	23	33	21	23	37	24	17	39			
ELL	22	37	33	20	42	38	17	59			
BLK	44	48	35	43	39	42	32	63	62		
HSP	48	47	39	45	48	38	35	70	66		
MUL	60	61		70	71						
WHT	49	56	29	43	53	33	54	80	71		
FRL	45	48	35	43	43	39	36	66	61		

**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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	10
Percent Tested	92%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	35

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	46
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	32
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	64
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	47
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?

Across grade levels, it appears that Students with Disabilities and English Language Learners subgroups are the most fragile and underperforming groups. It is noticeable that mathematics has the greatest need for improvement and also doesn't have enough data from formative and summative tests to progress monitor before state tests.

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

Overall, SWD and ELL demonstrate the greatest need for improvement in math in 7th and 8th grade.

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

A major factor in the past year had been the Covid-19 pandemic and not being face-to-face with students. Additionally, as math progressively becomes more rigorous, students without foundational elements seem to fall even further behind. Steps need to be taken to ensure basic skills and strategies are mastered so that students can then be successful in higher level mathematics.

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

Acceleration had the largest group among the ELL population from 2018 to 2019

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

Scheduling students was a major factor. Test scores also factor into this improvement as scheduling includes built in labs and remediation courses that students must complete.

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

Standards-based and rigorous instruction

#### 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.

Ongoing professional learning opportunities that included behavior management, Cambridge strategies as well as district based initiatives and curriculum planning will contribute to accelerate learning opportunities. Instructional coaches personalize support to educators as well as utilize collegiate peer coaching opportunities.



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

Actively engaging stakeholders to create and update the action plan for services on a quarterly basis to ensure a plan that is focused and data driven will ensure sustained improvement.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities consistently showed the greatest need across all grade levels based on progress monitoring data as well as state assessments.

**Measurable Outcome:** The percentage of students with disabilities scoring proficiency or higher in Reading will increase from 32% to 42% by May 2022 as measure by the reading FSA.

**Monitoring:** i-Ready checkpoints, formative and summative assessments will be utilized at key intervals to monitor progress of the desired population. Student data chats as well as monthly curriculum leaders meetings are used to disaggregate data and plan for further opportunities for success.

**Person responsible for monitoring outcome:** Terry Tait (terry.tait@browardschools.com)

**Evidence-based Strategy:** Educators implement the CARE (Curriculum, Assessment, Remediation, Enrichment) Cycle with fidelity and utilize Professional Learning Communities (PLCs) to actively engage in curriculum planning and data disaggregation that results in action planning. Provide pull-out and push-ins through the ESLS (Exceptional Student Learning Support) department.

**Rationale for Evidence-based Strategy:** CARE cycle supports ongoing teacher professional growth that directly relates to teaching and learning in the classroom. PLCs provide ongoing support for curriculum implementation as well as data disaggregation to identify highest needs, trends, and opportunities for enrichment.

**Action Steps to Implement**

Engages with the ESLS team to identify any deterrents in the effort to provide support for students. Reviews data with the team in order to more effectively schedule students according to need.

**Person Responsible:** Terry Tait (terry.tait@browardschools.com)

Assists as necessary with data disaggregation and understanding in order to more effectively plan opportunities for student learning.

**Person Responsible:** Jasmine Mayers (jasmine.mayers@browardschools.com)

Engages the team in shared decision making for our fragile student populations.

**Person Responsible:** Cassandra Adderley (cassandra.adderley@browardschools.com)

## 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.

**The school incident rank of Attucks is currently lower than the state. Additionally, Attucks has had a declining number of incidents across the board as of 2014. Fights and tobacco usage seem to be the top offenses committed. In an effort to curb these, Attucks has implemented school wide Positive Behavior Intervention Systems (PBIS) in the form of Attucks Bucks, Honor Roll Assemblies, parent engagement nights, and positive recognition through social media and the website. Additionally, Attucks is an SEL or Social Emotional Learning school where all teachers implement strategies to not only understand the child as they go through different brain states, but also to help the child to self monitor and apply calming or coping strategies to satisfactorily deal with situations instead of escalating them.**

### 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.

The principal, Mrs. Adderley, actively engages the school community in decision making processes. As a school we recognize the need for a unified approach in order to provide a positive school culture and environment. Positivity starts with the front office staff and extends to teachers, staff and administration who actively strive to welcome students each morning. Initiatives such as Start with Hello Week, Peace Week, etc. are actively encouraged school wide. Many opportunities are also provided throughout the school year for family engagement with staff. At the beginning of the school year, Camp Eagle, encourages any new student to attend prior to school reopening for a few hours of meeting and greeting administrators and staff as well as learning about the geography of their new school environment. At other times, events are held to educate parents, keep them informed or engage them in cultural activities.

Student groups and clubs also endorse positive culture and environment. Via student performances like band recitals, step show, cultural observances, and a daily live news show, students display pride in their school. Clubs like NJHS (National Junior Honor Society), student government, GSA (Gay Straight Alliance), Latinos in Action (LiA), MTL (Mentoring Tomorrows Leaders), and various sport teams also help students display pride and positivity toward their school environment. Additionally, students have the opportunity to be caught doing great and earn Attucks bucks as a positive behavior system. Their bucks are used to reward students with calls or notes home, snacks, skipping the lunch line, becoming security officers, and several other student interest rewards.

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

Administrators are the first line in promoting the positive culture. They are visible to their grade level students at all times of the day and are key in promoting positivity through Attucks bucks and reward systems.

Teachers are also key stakeholders and actively promote positivity in their classroom especially with the implementation of "safe spaces" through Social Emotional Learning.

Students are actively being taught how to self regulate via the PROUD acronym - Positive, Respectful, Organized, Unified, Determined.

Families are frequently engaged through flyers, website, social media to maintain input about the school and its operations. They are also invited to several events in order to maintain healthy relationships school wide.

**Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
			Total: \$0.00