

Hillsborough County Public Schools

# Essrig Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Essrig Elementary School

13131 LYNN RD, Tampa, FL 33624

[ no web address on file ]

## Demographics

Principal: Beverly Smith

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<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)	99%
<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 (56%) 2017-18: B (57%) 2016-17: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</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 Hillsborough 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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## Essrig Elementary School

13131 LYNN RD, Tampa, FL 33624

[ 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)
Elementary School PK-5	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

### School Grades History

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

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### 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.

Preparing Panthers for life.

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

To provide a culture for learning that encourages and motivates all students to reach their highest individual potential.

### 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
Smith, Beverly	Principal	To oversee all operations of the school, both instructional and non-instructional
Parikshak, Dhruti	Assistant Principal	To assist the principal in overseeing all operations of the school both instructional and non-instructional
Berk, Christina	Math Coach	To ensure that students receive high quality math instruction.
Gillett, Tracey	School Counselor	To ensure that the emotional wellness needs of the students are being met.
Tremper, Maria	ELL Compliance Specialist	To ensure that the academic needs of ELL students are being met.

### Demographic Information

#### Principal start date

Thursday 7/29/2021, Beverly Smith

**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.*

8

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

30

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

594

**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.**

4

**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	103	93	87	95	93	107	0	0	0	0	0	0	0	578
Attendance below 90 percent	34	23	20	34	26	28	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	25	0	0	0	0	0	0	0	0	0	25
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	15	12	22	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	14	27	0	0	0	0	0	0	0	57
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	1	0	1	0	0	0	0	0	0	0	2

**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	1	0	12	14	1	0	0	0	0	0	0	0	28
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 10/26/2021



**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	89	96	86	99	98	75	0	0	0	0	0	0	0	543	
Attendance below 90 percent	12	10	8	11	6	9	0	0	0	0	0	0	0	56	
One or more suspensions	0	0	2	0	0	1	0	0	0	0	0	0	0	3	
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 ELA assessment	0	0	0	0	9	4	0	0	0	0	0	0	0	13	
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11	

**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	
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	2	0	1	0	0	0	0	0	0	0	3	
Students retained two or more times	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	89	96	86	99	98	75	0	0	0	0	0	0	0	543	
Attendance below 90 percent	12	10	8	11	6	9	0	0	0	0	0	0	0	56	
One or more suspensions	0	0	2	0	0	1	0	0	0	0	0	0	0	3	
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 ELA assessment	0	0	0	0	9	4	0	0	0	0	0	0	0	13	
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11	

**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	2	0	1	0	0	0	0	0	0	0	3
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				66%	52%	57%	61%	52%	56%
ELA Learning Gains				61%	55%	58%	56%	52%	55%
ELA Lowest 25th Percentile				47%	50%	53%	47%	46%	48%
Math Achievement				59%	54%	63%	65%	55%	62%
Math Learning Gains				57%	57%	62%	60%	57%	59%
Math Lowest 25th Percentile				34%	46%	51%	46%	44%	47%
Science Achievement				65%	50%	53%	67%	51%	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	64%	52%	12%	58%	6%
Cohort Comparison						
04	2021					
	2019	65%	55%	10%	58%	7%
Cohort Comparison		-64%				
05	2021					
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	54%	3%	62%	-5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	57%	2%	64%	-5%
Cohort Comparison		-57%				
05	2021					
	2019	60%	54%	6%	60%	0%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	51%	13%	53%	11%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready  
Achieve 3000  
Math Montlies  
Science PMA  
ELA PMA  
Writing Interims

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	44%	61%
	Economically Disadvantaged	25%	42%	61%
	Students With Disabilities	18%	24%	55%
	English Language Learners	7%%	29%	64%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	44%	69%
	Economically Disadvantaged	20%	42%	64%
	Students With Disabilities	18%%	17%	43%
	English Language Learners	0%%	13%	35%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%%	55%	60%
	Economically Disadvantaged	39%%	49%	58%
	Students With Disabilities	41%	52%	47%
	English Language Learners	24%	32%	56%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	45%	67%
	Economically Disadvantaged	14%%	39%	60%
	Students With Disabilities	28%	43%	53%
	English Language Learners	23%%	33%	51%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%	65%	66%
	Economically Disadvantaged	54%	62%	64%
	Students With Disabilities	55%	61%	57%
	English Language Learners	45%%	60%	59%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	323\$	49%
	Economically Disadvantaged	7%	26%	44%
	Students With Disabilities	18%%	43%	54%
	English Language Learners	6%	21%	39%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61%%	65%	67%
	Economically Disadvantaged	56%	59%	61%
	Students With Disabilities	59%	57%	57%
	English Language Learners	44%	47%	55%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	46%	65%
	Economically Disadvantaged	27%	41%	61%
	Students With Disabilities	32%	41%	49%
	English Language Learners	15%	29%	54%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60%	63%	66%
	Economically Disadvantaged	55%	57%	63%
	Students With Disabilities	56%	59%	58%
	English Language Learners	36%	36%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	35%	51%
	Economically Disadvantaged	22%	26%	44%
	Students With Disabilities	33%	35%	49%
	English Language Learners	60%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50%	58%	35%
	Economically Disadvantaged	47%	53%	22%
	Students With Disabilities	49%%	55%	6%
	English Language Learners	30%	45%	29%

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	21	32	38	14	43	56	6				
ELL	50	50		52	50		29				
ASN	59			65							
BLK	33			33							
HSP	45	40	31	44	35	46	26				
WHT	65	56		58	44		40				
FRL	42	37	26	42	38	50	22				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	21	38	37	26	44	42	28				
ELL	57	54	36	55	54	38	53				
ASN	100			100							
BLK	72	75		56	31						
HSP	63	58	50	58	57	31	63				
MUL	61	58		56	67						
WHT	69	63	29	60	58	46	71				
FRL	61	58	50	52	55	37	54				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	23	48	50	32	47	42	29				
ELL	42	43	35	58	60	48	30				
ASN	69			85							
BLK	67	50		62	70						
HSP	56	52	42	65	58	44	61				
MUL	62	50		48	40						
WHT	69	68	67	68	66	54	73				
FRL	54	52	48	61	56	40	64				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
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	33

ESSA Federal Index	
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	44
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	62
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	33
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	

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	53
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	36
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?

All content areas dropped significantly in achievement as well as all grade levels with the exception of 4th grade math.

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

All components demonstrate great 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?

Teacher lack of rigorous instruction based on data and the implementation of eLearning, Achieve 3000, LAFs curriculum, and Canvas all at the same time proved to be detrimental to the achievement of all students. Focused instruction driven by data.

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

4th grade math proficiency and math gains for bottom quartile students showed the most improvements.



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

Implementing the math monthlies contributed to this improvement.

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

We will implement common PLC time to review data and make instructional decisions. Hire a math resource teacher. ESE teachers will participate in the grade level PLC as well as administration and all leadership team members.

**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.**

Teachers will receive coaching by the math resource teacher, Assistant Principal, and principal. Model classes will be utilized for improved instruction. ELA, Math, and Science PD provided by the district will be strongly encouraged and monitored.

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

Implementation of both an electronic data wall as well as a data wall in the PLC meeting room.

## Part III: Planning for Improvement

**Areas of Focus:****#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	ELA proficiency declined by 15% points from 2019 FSA as compared to 2021 FSA.
<b>Measurable Outcome:</b>	ELA proficiency will improve to 66% to its original state.
<b>Monitoring:</b>	We will utilize monthly lexile adjustments on Achieve 3000 to achieve the desired outcome.
<b>Person responsible for monitoring outcome:</b>	Beverly Smith (beverly.smith@hcps.net)
<b>Evidence-based Strategy:</b>	We will implement Common PLC time to disaggregate monthly data in order to identify instructional needs.
<b>Rationale for Evidence-based Strategy:</b>	By looking at the data after each progress monitoring, we will be able to deliver "in-time" instruction to close gaps in learning.

**Action Steps to Implement**

Common Grade level planning will be implemented for grades 3, 4, and 5.

**Person Responsible** Beverly Smith (beverly.smith@hcps.net)

For our students with disabilities, we will identify target goals that are needed to show a gain on the FSA. We will hold goal setting conferences with the students. Teachers and students will monitor progress towards goal.

**Person Responsible** Dhruvi Parikshak (dhruti.parikshak@hcps.net)

**#2. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

Math proficiency dropped by 23 points in 3rd grade and 21 points in 5th grade.

**Measurable Outcome:**

Math proficiency will increase to 62%.

**Monitoring:**

We will utilize Math Monthlies to progress monitor student outcomes.

**Person responsible for monitoring outcome:**

Christina Berk (christina.berk@hcps.net)

**Evidence-based Strategy:**

We will implement common PLCs in order to look at trend data to establish instructional implications that will lead to increased student learning.

**Rationale for Evidence-based Strategy:**

By participating in common PLC, the group will strategize around best practices to increase learning.

**Action Steps to Implement**

We will hire a math coach.

**Person Responsible**

Beverly Smith (beverly.smith@hcps.net)

Common grade level planning will be implemented.

**Person Responsible**

Beverly Smith (beverly.smith@hcps.net)

For our students with disabilities, we will identify target goals that are needed to show a gain on the FSA. We will hold goal setting conferences with the students. Teachers and students will monitor progress towards goal.

**Person Responsible**

Dhruti Parikshak (dhruti.parikshak@hcps.net)

**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 had three students who had discipline records for the 2020 - 2021 school year. We will continue to provide quick timely interventions to maintain a safe and positive school culture and climate.**

### 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 school has a positive school culture and environment. We will implement CHAMPS to assist teachers who are already trained in Conscious Discipline and Love & Logic. Additionally, teachers will participate in Implied Bias training to address our own unconscious biases.

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

Beverly Smith, Principal  
Dhruti Parikshak, Assistant Principal  
Tracey Gillett, School Counselor

### Part V: Budget

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

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