Somerset Academy Charter High School

2022-23 Schoolwide Improvement Plan

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Somerset Academy Charter High School

12425 SW 248 ST, Homestead, FL 33032

www.middlehigh.somersetsilverpalms.net

Demographics

Principal: Kerri O'sullivan A

Start Date for this Principal: 8/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (72%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe and enriching environment.

Provide the school's vision statement.

Set high expectations
Objective
Meaningful curriculum
Effective
Resourceful and responsible life-long learners
Students who achieve proficiency and beyond
Evaluate continuously and use data to drive curriculum
Teachers who are highly qualified

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
O'Sullivan, Kerri	Principal	
Fernandez, Cristina	Assistant Principal	
Picon, Kristina	Assistant Principal	
Burnett, William	Dean	
Martinez, Virginia	Other	
Bond, Danielle	School Counselor	
O'Dowd, Brianna	Teacher, ESE	
Smith, Rodney	Other	

Demographic Information

Principal start date
Tuesday 8/23/2022, Kerri O'sullivan A

Number of teachers with a 2022 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 2022 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.*

1

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

896

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	239	219	238	200	896
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	59	53	0	0	112
Course failure in Math	0	0	0	0	0	0	0	0	0	18	58	0	0	76
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	20	14	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	10	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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 8/23/2022

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	231	261	212	180	884
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	21	10	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	11	10	6	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	10	0	0	16
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	

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	231	261	212	180	884
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	21	10	0	0	31
Course failure in Math	0	0	0	0	0	0	0	0	0	11	10	6	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	10	0	0	16
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	54%	51%				75%	59%	56%
ELA Learning Gains	62%						61%	54%	51%
ELA Lowest 25th Percentile	54%						60%	48%	42%
Math Achievement	61%	42%	38%				77%	54%	51%
Math Learning Gains	65%						62%	52%	48%
Math Lowest 25th Percentile	51%						54%	51%	45%
Science Achievement	75%	41%	40%				88%	68%	68%
Social Studies Achievement	84%	56%	48%				85%	76%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	68%	20%	67%	21%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	71%	15%	70%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	63%	16%	61%	18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	54%	20%	57%	17%

Subgroup Data Review

2022 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 2020-21**	**C & C Accel 2020-21**
SWD	23	30	29	35	47		45				
ELL	38	56	63	66	76		65	82		100	83
BLK	43	39	29	41	53		68	90		100	58
HSP	69	64	59	63	67	54	76	83		99	65
WHT	65	76		60	64						
FRL	66	61	55	60	65	51	73	83		99	59
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	27	21	24	16	14					
ELL	32	43	46	50	42	47	58	20			
BLK	43	43	28	36	19	12	78	50		93	46
HSP	59	46	33	52	36	25	74	50		100	57
WHT	70	53		47	13		92	80			
FRL	56	45	32	48	31	24	75	50		100	59
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	30			10							
ELL	51	55	48	70	65	57	71				
BLK	81	70		73	71			92			
HSP	74	59	55	76	60	54	87	85		97	68
WHT	100	80									
FRL	74	63	60	77	60	58	86	84		99	69

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The visible trend across grade levels is higher achievement levels compared to those of district schools. While level 2 and 3 tend to be similar in both district and our location, SACH has a significantly lower percentage of level 1 compared to Miami-Dade schools.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement continues to be in Algebra 1. While a significant improvement was identified, strategies will remain the same as the previous school year. Progress Monitoring will be at the center of all curricular and content planning as well as stakeholders input.

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

Due to the COVID pandemic, students lost valuable "in-school" instruction and fundamental skills needed for mastery in the content area. Afterschool tutoring, differentiated instruction and progress monitoring will be implemented to address the mentioned factor.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the data, ELA grade 9 showed improvement in the 2021-2022 state assessment. Algebra 1 data also shows an improvement in data and the progress monitoring used throughout the year was a clear indicator of student achievement.

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

SACH implemented and reinforced differentiated instruction across all subject areas. Students were given accountability on their progress and success while teachers facilitated the implementation of various skills.

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

The continuation of differentiated instruction will ensure accelerated learning. While certain students may struggle in specific subject content, accelerated students will be able to learn at their level. Furthermore, accelerated learners can also play an important role with peer learning and DI.

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.

Administration will provide professional development to support accelerate learning, school-wide. Teachers will be able to collaborate among their departments and with all faculty. Surveys will be given to determine the areas or topics the faculty would like support with. Furthermore, faculty will be involved in the decision making on procedures implemented in classroom to support accelerated learning.

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

Continuation of stakeholder collaboration, parent involvement in their child's educational growth, night time parent/student workshops on topics that are relevant to our students, using progress monitoring throughout the year to track the students progress and identify the areas of concern.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The students that scored in the lowest 25% are missing the foundational skills to adequately prepare them for the FSA/EOC assessments
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our strategy is to utilize intervention programs to lessen the learning gap and build the foundational skills.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This year our students will continue to use personal data tracker to track their growth by benchmark according to areas of weakness.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	This allows the stakeholders, parents, students and teachers, a clearer understanding of the students performance in each content area. Students will be assessed at the beginning of the year on all benchmarks, this data will be analyzed and logged into their data folder. Teachers will use the data folders to group students by their strength and weaknesses. During small groups, students will be provided remediation and continuously reassess to show growth. The data folders will facilitate open communication and understanding by all parties involved on how to support our students.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

As a collaborative effort, we have developed an action plan that will monitor the learning gains of the students in order to ensure that even with our barriers our students are achieving the necessary levels of rigor and understanding. Our plan includes progress monitoring and instructional support through professional development. In order to monitor the effectiveness of our plan both administration and instructional leaders, such as department heads, will meet monthly to discuss progress and data. These meetings will run throughout the calendar from August to June. Within these meetings the participants will discuss the evidence collected such as lesson plans, assessment data, and personal data trackers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the lowest 25%
2. Monitor the learning gains through the use of benchmark assessments through the year.
3. Analyze data to group students according to strength and areas of weakness.
4. Incorporate small groups in differentiated instructions.
5. Collaborate with stakeholders.

Person Responsible   Cristina Fernandez (cafernandez@somersetsilverpalms.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The leadership team fosters a culture consistent with the school's goals and purpose. All stakeholders collaborate and share responsibility in improving the school. Stakeholders feel empowered to give input and recommendations for continued improvement. All stakeholders enjoy the experience at the school and feel a part of a shared vision of success. All students have access to resources that address their social and emotional needs. All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings, and department meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meeting give teachers and staff the opportunity to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience as school and feel a part of the shared vision of success by including students on incentive field trips and through staff team building

activities throughout the year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.

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

Kerri Ann O'Sullivan, Principal
Cristina Fernandez, Assistant Principal
Kristina Picon, Assistant Principal
Brianna O'Dowd, ESE Specialist
Martha Santana, ESOL Coordinator
Erika Espinosa, Guidance Counselor
Danielle Bond, CAP Advisor
Angela Compton, Teacher, STEAM Coordinator
Vivian Duarte, Department Chair
Princeton Church- Business Partner
Early Coalition, FDLERS- Early Childhood Providers
Miami Dade and FIE - Community Colleges and Universities
Agape - Social Services

All stakeholders collaborate and share responsibility in improving the school through our ESSAC meetings, faculty meetings and depart meetings. The ESSAC meetings give parents and community members the opportunity to share their input and recommendations for continued improvement. The faculty and department meetings give teachers and staff the opportunities to share their ideas on how the school can continuously improve. All stakeholders enjoy their experience at school and feel a part of the shared vision of success by including students in incentive field trips and through staff building activities throughout the school year. Students are able to access resources for their social and emotional needs through our counselors and teachers. These practices will be sustained in years to come by having an open line of communication between our stakeholders.
The leadership team works collaboratively with teacher leaders to provide support to faculty implementing effective instructional strategies aligned to the school goals. The administration consistently monitors classroom instruction and provides timely and constructive feedback to ensure academic success. Faculty meetings are a productive use of time and are designed to support teaching and learning. All staff members have equitable opportunites to assume leadership roles at the school.