

Miami-Dade County Public Schools

# Alternative Outreach Program



2021-22 Ungraded Schoolwide  
Improvement Plan

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## Alternative Outreach Program

6300 NW 27TH AVENUE, Miami, FL 33147

<http://outreach.dadeschools.net/>

### Demographics

**Principal: Theron Clark**

Start Date for this Principal: 1/4/2016

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of EAOP students.

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

We strive to find this common ground and assist with eradicating the school house to jail house pipeline, which is so prevalent in our communities through innovation, opportunity and access.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

The Educational Alternative Outreach Program (EAOP) serves as the umbrella program for multiple district-based and community-based educational settings ranging from alternative to suspension programs, over-aged middle school course recovery programs, temporary shelters for students in dependency and suffering mental health crises, shelters for unaccompanied minors, juvenile justice commitment, intervention, prevention, and detention programs, county juvenile correctional centers, contracted alternative programs, and a wrap-around student service agency addressing the needs of students who have been estranged from their educational setting.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Clark, Theron	Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Iber, Alberto	Principal	Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.
Hope, Tarvaneisha	Assistant Principal	Provides assistance with the coordination and implementation of research-based instructional practices via the coaching model (planning, demonstrating, providing feedback) based on student need as determined by student assessment data.
Lafaille, Eddy	Assistant Principal	Provides assistance with the coordination and implementation of research-based instructional practices via the coaching model (planning, demonstrating, providing feedback) based on student need as determined by student assessment data.
Alonso, Nadeshka		Lead, guide and monitor the analysis, design, implementation and execution of the test procedures and test protocols as mandated by district.
Antonini, Enrique	Instructional Coach	Assist with the coordination and implementation of the Comprehensive Mathematics Plan, District Mathematics Curriculum, and Florida's Mathematics Standards.
Baptiste, Belinda	Instructional Coach	Assist with the coordination and implementation of the Comprehensive Mathematics Plan, District Mathematics Curriculum, and Florida's Mathematics Standards.
Cabell, Ben	Attendance/ Social Work	School-based social worker counsels students by meeting with them to discuss the issues they face and their root causes. In addition, help students in EAOP with learning problems such as dyslexia and attention deficit disorder, or social problems, including poverty and being a victim of domestic or sexual abuse. They assist students who face social and learning challenges, and help students develop and reinforce correct behavior. Social workers keep notes to document their sessions with students and meet multiple times with students to monitor their progress.

Name	Position Title	Job Duties and Responsibilities
Campbell-McLemore, Mesha	Instructional Coach	Assist with the coordination and implementation of the Comprehensive Reading Plan, District Reading Curriculum, and Florida's Reading Standards.
Cancio, Leonardo	SAC Member	Provides specialized knowledge and skills related to student centered learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors to improve social and academic outcomes for students.
Garrote, Rolando	School Counselor	Counsel students to fully develop each student's academic, career, personal, and social abilities; consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian; coordinate people and resources in the school, home, and community; with the assistance of school staff, interpret standardized test results.
Gonzalez, Alejandro	Instructional Technology	Provides input in the development of a system-wide and building level programs that enables students to use technology as learning tools. Investigates and disseminates information on best practices for technology integration, sources of information on trends, research and applications related to technology use in the school program.
Lopez-Perez, Vivienne		Serves as the Local Education Agency (LEA) representative for the school for Special Education and Psychological Services.
Perez de Ayllon, Nidia	ELL Compliance Specialist	Serves as the ELL Coordinator for the school.
Posey, Renee	School Counselor	Counsel students to fully develop each student's academic, career, personal, and social abilities; consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian; coordinate people and resources in the school, home, and community; with the assistance of school staff, interpret standardized test results.
Nortelus, Joella	Instructional Coach	Assist with the coordination and implementation of the Comprehensive Reading Plan, District Reading Curriculum, and Florida's Reading Standards and provide assistance with the coordination and implementation of research-based instructional practices via the coaching model (planning, demonstrating, providing feedback) based on student need as determined by student assessment data.

Name	Position Title	Job Duties and Responsibilities
Tomasso, Margarita	Psychologist	Assessment and Diagnosis: Completes a thorough psychological evaluation of each child referred to him/her.
Waters, Sabrina	Teacher, K-12	Provides specialized knowledge and skills related to student centered learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors to improve social and academic outcomes for students.
Wynne, Dan	Teacher, K-12	Provides specialized knowledge and skills related to student centered learning processes, techniques of assessment of learning and social adjustment, research design, modification of behaviors to improve social and academic outcomes for students.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.****Demographic Information****Principal start date**

Monday 1/4/2016, Theron Clark

**Number of teachers with professional teaching certificates?**

90

**Number of teachers with temporary teaching certificates?**

0

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

90

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

690

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

3

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

0

**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	1	1	1	0	29	55	105	70	107	183	137	689	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	20	38	53	33	34	52	54	284	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	24	45	76	38	58	87	95	423	
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	17	35	43	27	31	49	47	249	

#### 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

Thursday 7/15/2021

#### 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	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	

#### 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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	0%	55%	-55%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	43%	-43%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### 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
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											
ELL											
BLK											
HSP											
FRL											

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

### 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	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	0
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## Analysis

### Data Analysis

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

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?**

We provided targeted coaching, addressing progress monitoring at each of the sites. We monitored progress across all subgroups, addressing the educational needs of all students. Or students are the most vulnerable in the district.

**Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?**

The greatest improvement was in engaging students in sub-optimal circumstance during the pandemic. We addressed learning challenges faced by students and engagement challenges faced by teachers in a center by center approach.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

Our greatest rea of need remains staff training needs. In the quickly changing environment during Covid, we recognized that many of our staff members were deficient in many of the skills of engaging students in sub-optimal educational settings. We will continue to train staff in student engagement and progress monitoring.

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

We serve the most vulnerable students in Miami-Dade County. We need to continue to approach students with a focus on Social Emotional Learning (SEL) and Trauma informed Practices.

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

Addressing student engagement by engendering a more welcoming schoolhouse. Trauma informed Practice, SEL, and Restorative Justice Practices (RJP) are proven practices that support student engagement and buy-in.

**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.**

EAOP will provide training in the areas of implicit bias, Trauma Informed Practices, RJP, and SEL.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Instructional Coaching****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students are very vulnerable and perform well below their district peers, overall. We intend to invigorate instruction with support from instructional coaches.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of students will demonstrate learning gains in math and reading during the 2021-22 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Coaches will have regular meetings with region instructional supervisor for guidance and monitoring. Coaches will support teachers.

**Person responsible for monitoring outcome:**

Tarvaneisha Hope  
(217225@dadeschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Academic coaching in the content areas (Math, ELA, Science).

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Barkley, A. (2011) in Academic coaching for enhanced learning posited that coaches offer teachers opportunities for enhanced student responsibility and higher levels of learning.

**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.

Coaches meet with instructional personnel

**Person Responsible**

Tarvaneisha Hope  
(217225@dadeschools.net)

Coaches provide model lessons and assist with progress monitoring.

**Person Responsible**

Mesha Campbell-McLemore  
(mecamp2129@yahoo.com)

Coaches provide model lessons and assist with progress monitoring.

**Person Responsible**

Joella Nortelus  
(nortelus@dadeschools.net)

Coaches provide model lessons and assist with progress monitoring.

**Person Responsible**

Enrique Antonini  
(eantonini@dadeschools.net)

Coaches provide model lessons and assist with progress monitoring.

**Person Responsible**

Belinda Baptiste  
(baptiste\_b@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Improved academic performance across the board will enhance subgroup performance. Nearly all of our students are within one of the identified subgroups.

**#2. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students returning from virtual settings have experienced trauma and impacts on education due to personal and family loss, estrangement from educational settings, and a general lack of integration in traditional institutions. Our goal is to increase the level of belonging felt by students as a consequence of SEL.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

75% of students enrolled in EAOP will express greater feelings of belonging as a result of SEL implementation.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Surveys will be administered with students to address their feelings of belonging in the various academic settings.

**Person responsible for monitoring outcome:**

Tarvaneisha Hope (217225@dadeschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will implement Social Emotional Learning in classroom settings.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Denham, S. A., & Brown, C. (2010). "Plays nice with others": Social-emotional learning and academic success. addressed the value of social emotional learning and its impact on the learning of students.

**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.

Train teachers in SEL

**Person Responsible**

Tarvaneisha Hope (217225@dadeschools.net)

Implement SEL in classrooms

**Person Responsible**

Tarvaneisha Hope (217225@dadeschools.net)

Survey students on belonging and share results with the school community.

**Person Responsible**

Tarvaneisha Hope (217225@dadeschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

A feeling of belonging impacts learning and performance in schools. Implementing SEL will impact all subgroups going forward.

**#3. -- Select below -- specifically relating to****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

**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.

*No action steps were entered for this area of focus*

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**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.**

Conduct parent/student interviews at the home school prior to application submission  
Facilitate Title I Annual Meeting/Open House  
Collaborate the development of School Compacts and PFEP plans with parents' input  
Facilitate EESAC meetings  
Provide Parent Resource Center  
Communicate with parents regularly

Provide student monthly progress report  
Provide parents with option of receiving weekly progress report by email  
Invite parents/stakeholders to Parent Academy workshops  
Invite parents to trainings at Title I Neighborhood Resource Center

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

EAOP faculty, staff and administration, students, parents, community, the larger district community, and agencies that make up EAOP.