

Miami-Dade County Public Schools

Somerset Academy Kendall



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	18
Budget to Support Goals	0

Somerset Academy Kendall

9790 SW 107 CT, Miami, FL 33176

[no web address on file]

Demographics

Principal: Saili Hernandez

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students
School Grades History	2018-19: A (85%) 2017-18: No Grade 2016-17: No Grade
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	
* 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 Dade 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Somerset Academy Kendall

9790 SW 107 CT, Miami, FL 33176

[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 KG-5	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Somerset Academy Kendall is to provide a loving, caring, and supportive educational environment which promote the total development of each child: moral, intellectual, social, emotional, and physical; while holding exemplary, high expectations of all stakeholders.

Provide the school's vision statement.

At Somerset Academy Kendall, we will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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
Alvarez, Stephanie	Teacher, K-12	Stephanie Alvarez – teacher/EESAC Chair – also provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups. The team will meet periodically to engage in the following activities: Evaluate data and correlate it to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Hernandez, Saili	Principal	Saili Hernandez – Principal – fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation. In addition, team have attended professional development workshops and shared the fundamental material learned within their grade groups. The team will meet periodically to engage in the following activities: Evaluate data and correlate it to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Lopez Perera, Marisabel	Assistant Principal	Marisabel Lopez-Perera – Lead Teacher / Testing Chair – provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups. She also provides information about core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups, in addition to data from school-wide assessments. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups. The team will meet periodically to engage in the following activities: Evaluate data and correlate it to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

the process of building consensus, increasing infrastructure, and making decisions about implementation.

Demographic Information

Principal start date

Wednesday 8/1/2018, Saili Hernandez

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.*

11

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.*

0

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

226

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.

3

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	56	52	53	39	26	0	0	0	0	0	0	0	0	226
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	4	12	14	5	6	0	0	0	0	0	0	0	0	41
Course failure in Math	1	4	4	6	10	0	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	1	2	9	1	1	0	0	0	0	0	0	0	0	14

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	1	2	9	1	1	0	0	0	0	0	0	0	0	14

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	1	1	3	1	0	0	0	0	0	0	0	0	0	6
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

Friday 9/24/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	49	54	41	27	15	23	0	0	0	0	0	0	0	209
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	8	6	2	3	5	10	0	0	0	0	0	0	0	34
Course failure in Math	8	6	2	3	5	10	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	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	

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	8	6	2	3	5	10	0	0	0	0	0	0	0	34

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				77%	62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement				92%	69%	63%		69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	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	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-79%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	93%	67%	26%	62%	31%
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		-93%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
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 Reading and Math along with Science district baseline assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	55%	78%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%	40%	62%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	53%	69%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	75%	75%	75%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	38%	71%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65%	73%	77%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	50%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	50%	57%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	47%	40%
	Economically Disadvantaged	25%	25%	25%
	Students With Disabilities	0	0	0
	English Language Learners	50%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43%	40%	71%
	Economically Disadvantaged	75%	75%	75%
	Students With Disabilities	100%	100%	100%
	English Language Learners	0	0	0

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		26%	31%	18%
	Economically Disadvantaged		25%	25%	25%
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		4%	23%	41%
	Economically Disadvantaged		25%	25%	25%
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15%	n/a	15%
	Economically Disadvantaged		25%	n/a	25%
	Students With Disabilities		0	n/a	0
	English Language Learners		0	n/a	0
		Number/% Proficiency	Fall	Winter	Spring

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
ELL	65			47							
HSP	66	30		41	5		10				
FRL	58	30		39	10		10				
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
HSP	80			90							
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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	6
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
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?

The majority of students with disabilities, English Language Learners, and Economically Disadvantaged students are not meeting proficiency in Reading and Mathematics throughout all grade levels.

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

The data based on state assessments indicates deficiencies in the subjects of Reading, Math, and Science for 3rd through 5th grades.

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 pandemic year with inconsistent face-to-face instruction, inconsistent participation and lack of parental support could have been contributing factors. The actions to be taken are to implement additional Intervention with small group instruction specific to each students' needs. Provide incentives for attendance and more opportunities for parent involvement.

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

The data indicates that the primary grades, specifically, 2nd grade demonstrated the most improvement in Reading and Math.

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

The teacher has been able to implement instructional strategies that have yielded the results.

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

In order to accelerate learning, our school will provide professional development for teachers that is focused on Reading and Math as well as collaborative planning and data chats.

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.

Our school will implement bi-weekly meetings to review data and share ideas of best practices that are effective in meeting the needs of students. Additional i-Ready training about teacher toolkits and data analysis will be provided.

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

We will be purchasing a new Reading curriculum with intervention resources that will be aligned to standards which has additional resources that can be used to accelerate and remediate students. In addition, clear communication of usage and expectations in i-Ready Reading and Math will be communicated with all stakeholders. Teachers will conduct quarterly parent conferences to monitor progress and better involve parents in their child's academic success.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Somerset Academy Kendall reported 0.6 incidents per 100 students. This rate is less than the statewide elementary school rate of 1 per 100 students. At Somerset Kendall we enforce the Student Code of Conduct as well as promote Character Education through Positive rewards and recognition. We will focus on teaching the young learners high expectations, good citizenship skills and other important pillars in Character education. In addition, we will include all stakeholders in the process. Clear and constant communication between students, teachers, parents and administration is crucial in order to better reinforce a plan.

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.

At Somerset Academy Kendall we promote a positive school culture and learning environment which is supported and embedded by all stakeholders. This is achieved through constant, clear communication of the school's mission and vision. Starting with the administration and leadership team, branching out to parents, teachers, staff students and other community members. Including parents and community partners in the process is key.

The school holds monthly EESAC meetings, PTO meeting and town hall meetings via zoom. This allows all stakeholders to keep informed, provide feedback, share ideas and more. The school also plans monthly activities during the school day, evening and weekends allowing students, teachers and staff to collaborate, interact, and celebrate - much like a family would. These interactions are crucial in order to grow the family-centered, community-feel atmosphere and culture.

The vision of maintain a high academic, rigorous learning environment where students, teachers and parents are accountable is communicated and reinforced constantly. Student-teacher, teacher-administration and parent-teacher administration conferences and communication are a vital part of the process. Academic achievement is celebrated while areas of academic struggle are closely monitored.

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

The school administration and leadership team set the mood, establish expectation, policies and procedures which trickle down to stakeholder. Information is shared through the school website, Social media, email, and meetings (in person or via zoom). Administration provides an "open door" policy and encourages self-efficacy from faculty and parents.. Teachers and staff members collaborate and plan school activities, academic challenges, student clubs and organizations which help promote success both in and out the class. Out parent Teacher Organization in composed of a board of directors, class representatives who meet often to share information, plan activities, fundraise and support our students and staff.