

Miami-Dade County Public Schools

Charter High School Of The Americas (Florida City



2022-23 Schoolwide Improvement Plan

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Charter High School Of The Americas (Florida City Campus)

103 EAST LUCY ST, Florida City, FL 33034

www.lincolnmartischarterschools.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 9/1/2022

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)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: No Grade 2017-18: 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	N/A
* 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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103 EAST LUCY ST, Florida City, FL 33034

www.lincolnmartischarterschools.com

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2021-22	2020-21
Grade	A	

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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<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 Charter High School of the Americas (FI City) is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

Provide the school's vision statement.

At Charter High School of the Americas we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them

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
Sanchez, Barbara	Principal	
Llorente, Marielys	Assistant Principal	
Ruiz, Yindira	School Counselor	
Morales, Johanna	ELL Compliance Specialist	
Gonzalezpardo, Aixa	Teacher, K-12	
Cruz, Liana	Teacher, K-12	

Demographic Information

Principal start date

Thursday 9/1/2022, Barbara Sanchez

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.*

0

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

32

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

0

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

0

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	9	8	13	0	30
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	0	0	2
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	1	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1
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	1	1	5	0	7

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

Thursday 9/1/2022

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	9	14	0	0	23	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
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	1	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	1	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	0	0	4	
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	1	0	0	1	

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	9	14	0	0	23	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
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	1	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	1	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	2	0	0	4	
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	1	0	0	1	

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	70%	54%	51%					59%	56%
ELA Learning Gains	90%							54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement	56%	42%	38%					54%	51%
Math Learning Gains	79%							52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement	62%	41%	40%					68%	68%
Social Studies Achievement		56%	48%					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					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
ELL	63	93		50	75						
HSP	70	90		56	79		62				
FRL	70	90		56	79		62				
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	17	17		58	25						
HSP	35	18		62	35						
FRL	36	19		60	32						
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

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)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	5
Percent Tested	100%
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%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	71
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 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	71
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?

Positive trends that emerged across grade levels according to the 2021-2022 FSA /EOC Data was that ELA overall increased in Achievement and Learning Gains. Although, we had a slight decrease in Mathematics Proficiency (- 6), we had a significant increase in Mathematics Learning Gains.

2022 FSA ELA Achievement: 70% 2021 FSA ELA Achievement: 35% + 35% points

2022 FSA ELA Learning Gains: 90% 2021 FSA ELA Learning Gains: 18% + 72% points

2022 FSA Mathematics Achievement: 56% 2021 FSA Mathematics Achievement: 62% -6% points

2022 FSA Mathematics Learning Gains: 79% 2021 FSA Mathematics Learning Gains: 35% + 44% points

2022 Science Achievement: 62 % 2021 Science Achievement: N/A

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

Although our school obtained overall positive results in every School Grade Component on the 2022 state assessments, we believe there is always room for improvement. Our Mathematics Data was the following:

2022 FSA Mathematics Achievement: 56% 2021 FSA Mathematics Achievement: 62% -6% points

Also, 50% of 10th Grade students obtained a level 3 or higher on the 2022 FSA ELA.

Therefore, our greatest need for improvement is to achieve higher Mathematics Achievement results and also to provide intensive ELA interventions to our 11th Grade ELA Retake students.

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

Most of our 11th Grade students were 1-3 points away from obtaining a passing score on the 10th Grade FSA ELA Assessment. Also, several of those students are English Language learners whom entered our school during the 2019-2020 school year; although they have progressed in acquiring the language, the pandemic learning loss affected their academic progress.

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

All of the ELA school grade components overall showed the most improvement on the 2022 FSA / EOC Assessments:

2022 FSA ELA Achievement: 70% 2021 FSA ELA Achievement: 35% + 35% points

2022 FSA ELA Learning Gains: 90% 2021 FSA ELA Learning Gains: 18% + 72% points

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

Students attended school physically since the first day of the 2021-2022 academic year. Teachers utilized with consistency and fidelity the I-Ready Progress Monitoring Program (for students enrolled in the Intensive Reading courses). in addition to the IXL program which helped students build their Mathematics fluency. Teachers also administered the Mathematics Topic Assessments provided by the District on the Performance Matters platform.

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

Teachers utilized with consistency and fidelity the I-Ready Progress Monitoring Program in addition to the IXL program which helped students build their Mathematics fluency. Teachers also administered the Mathematics Topic Assessments provided by the District on the Performance Matters platform.

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.

B.E.S.T. Standards Overview

F.A.S.T Assessments Overview

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

The school will follow the MDCPS curriculum implementation (Newly adopted Textbooks) and administer the Progress Monitoring assessments.

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 B.E.S.T. Standards**Area of Focus
Description and****Rationale:**

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

As the B.E.S.T. Standards are in full implementation for the 2022-2023 school year, our SIP goal is to ensure our teachers are provided with sufficient guidance on the new standards in order to deliver their lessons in a highly effective manner. Our ultimate goal is to equip students with the necessary knowledge, strategies and tools in order for them to succeed on the new F.A.S.T assessments.

Measurable**Outcome:**

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

The school's overall achievement goals is to obtain at least 70% of Proficiency on the F.A.S.T on both the ELA and Mathematics assessments.

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

The school will enroll students in the Intensive Reading courses on I-Ready. These students will be administered the I-Ready Diagnostic Assessment three times during the school year in addition to the F.A.S.T (three times during the school year as well). Various methods of Progress Monitoring tools will be implemented to monitor the student's academic progress. The school will administer the District's assessments : Baseline / Mid Year for Mathematics through Performance Matters. Mathematics Topic Assessments will also be administered to students enrolled in Algebra I and Geometry.

Person responsible for monitoring outcome:

Marielys Llorente (928560@dadeschools.net)

Evidence-based**Strategy:**

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

The administration will monitor the usage of the I-Ready Program- including completion of lessons (passing rates), standards mastery passing rates, FAST, Baseline, Mid Year and Topic / Mini Assessment results. Administrative - teacher data chats will be conducted at the conclusion of each diagnostic assessment. Interventions will be provided to qualifying students.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

The administration will monitor the data obtained throughout the school year. Administrative-teacher data chats will be conducted at the conclusion of each assessment. Interventions will be provided to qualifying students.

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

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

The Science Proficiency on the 2022 Biology was 62%, this was the first time we receive a Science Achievement rating. Our 2022-2023 Science SIP Goal is to achieve 70% or higher on the 2023 Biology EOC.

Measurable Outcome:

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

The following is the Science goal for this school year: obtain a 70% or higher on the Biology EOC.

Monitoring:

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

Students will be academically monitored throughout the different assessment. These include: Baseline, Topic Assessments, and Biology Mid Year Assessment.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Ongoing progress monitoring through the different assessments. Students will be exposed to more hands on experiments in addition to virtual experiments through GIZMOS.

Rationale for Evidence-based Strategy:

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

Obtain 70% or higher on the 2023 Biology EOC.

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

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2023 U.S History EOC administration will be the first one the school will administer as this is the first year we have 11th grade. Our Social Studies goal is for 60% of students to obtain a passing score on the U.S History EOC.

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

The following is the Social Studies goal for this school year: obtain 60% or higher on the U.S History EOC proficiency.

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

Students will be academically monitored throughout different assessments. These include Baseline, U.S History Mini tests, and the Civics Mid-Year Assessment.

Person responsible for monitoring outcome:

Marielys Llorente (928560@dadeschools.net)

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

Obtain 60% or higher on the U.S History EOC.

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

The school will utilize and implement all of the District recommended Programs and Assessments in order to fully prepare our students for the U.S History EOC.

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

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 mission of Charter High School of the Americas (FI City) is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

The school strongly believes that the main factor on promoting academic success is by consistently having ongoing communication with all stakeholders when it comes to school-wide data and school improvement strategies. Our utmost goal is to ensure all students are provided with a challenging education which will prepare them to be successful in the real world.

Since our school is a Title I school we conduct physical and/or remotely parent / student workshops on a monthly basis focusing on important topics including but not limited to: Accessing the electronic grade book portal, Code of Student conduct, statewide assessments, Reading strategies, Graduation requirements, Truancy, migrant resources etc.

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

The leadership team comprised of school principal, assistant principal, counselor and lead teachers will focus on maintaining and enhancing a positive school culture. Our utmost goal is to provide a safe, nurturing and encouraging atmosphere while exposing all students to a rigorous academic curriculum. Students in our school are cognizant that they aren't just a 'number' and know that each of us part of the leadership team have an open door policy for our students. The advantage of having a relative small high school is that each student is assigned to a mentor (administrator, support staff and/or teacher). These support staff provide academic advisement sessions throughout the school year in order to assist our students in meeting their graduation requirements.