

Miami-Dade County Public Schools

# Kendall Greens High School



2021-22 Schoolwide Improvement Plan

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# Kendall Greens High School

8610 SW 107 AVE, Miami, FL 33176

[ no web address on file ]

## Demographics

**Principal: Lizette Fernandez**

Start Date for this Principal: 8/7/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	30%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2020-21: No Grade  2018-19: No Grade  2017-18: No Grade  2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Kendall Greens High School

8610 SW 107 AVE, 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)
High School 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

## School Grades History

Year  
Grade

## 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 Kendall Greens High School is to help at risk students earn a standard high school diploma and prepare for post-secondary success.

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

The vision of Kendall Greens High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school

### 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
Fernandez, Lizette	Principal	<p>Principal- is responsible for:</p> <ol style="list-style-type: none"> <li>1. Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school</li> <li>2. Recruiting, hiring, and retaining highly qualified school staff</li> <li>3. Leading all initiatives to ensure school meets defined instructional goals</li> <li>4. Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.</li> <li>5. Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.</li> <li>6. Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.</li> <li>7. Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups: <ul style="list-style-type: none"> <li>● Staff</li> <li>● Students</li> <li>● Parents</li> <li>● School district personnel</li> <li>● Charter School Board of Directors</li> <li>● Referring schools</li> <li>● District representatives</li> <li>● Community partners</li> <li>● Other stakeholders as identified</li> </ul> </li> </ol>
Ortiz, Sandra	Assistant Principal	<ol style="list-style-type: none"> <li>1. Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.</li> <li>2. Implementing research-based instructional practices aligned with the state standards</li> <li>3. Overseeing all aspects of the core academic program to include, but not be limited to: <ul style="list-style-type: none"> <li>● Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments</li> <li>● Development of Individual Success Plans (ISP)</li> <li>● Ensure student academic records are accurate and up to date</li> <li>● On-going individual student academic advising</li> <li>● Student preparation and staff administration of all standardized assessments</li> <li>● Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements</li> </ul> </li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>The Assistant Principal collaborates with the principal to supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives in order to ensure that student educational and behavioral goals and objectives are achieved.</p>
<p>Perez, Maria</p>	<p>Teacher, ESE</p>	<ol style="list-style-type: none"> <li>1. Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.</li> <li>2. The ESE teacher also works with the school's administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (Rtl) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP).</li> <li>3. Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specific IEP objectives.</li> <li>4. Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.</li> <li>5. Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their ISP and IEP.</li> <li>6. Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.</li> <li>7. EESAC Chair</li> </ol>
<p>Seara, Amanda</p>	<p>Graduation Coach</p>	<ol style="list-style-type: none"> <li>1. Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.</li> <li>2. Assist with student orientation process.</li> <li>3. Coordinate post secondary readiness, preparation and transition activities.</li> <li>4. Monitor students' post-secondary transition progress and My Success©,</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<p>document and record all post secondary activity.</p> <p>5. Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.</p> <p>6. Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.</p> <p>7. Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)</p> <p>8. Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.</p>

**Demographic Information**

**Principal start date**

Saturday 8/7/2021, Lizette Fernandez

**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.*

**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.*

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

10

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

206

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

0

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

10

**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	0	0	0	0	0	0	0	9	18	55	121	203
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	11	35	33	79
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	1	9	15	16	41
Course failure in Math	0	0	0	0	0	0	0	0	0	1	11	21	28	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	9	22	56	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	6	23	61	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	6	23	56	88

**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	1	10	18	26	55

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 9/14/2021

**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	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	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	0
Students retained two or more times	0	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					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement					76%	73%		73%	71%

## 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?

As an activating school in 2021, Kendall Greens does not have data at this time therefore District and State data is being used to obtain performance measures. Reading and math has been the lowest performance data component. The student population at Kendall Greens is behind at least two grade levels and still not passed the state assessment.

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

Using district averages, reading and math demonstrates the greatest need for for improvement. Data shows that district averages in ELA learning gains at 54% and math learning gains at 52%.

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

Students have been out of school during the Covid-19 pandemic and fidelity of instruction was lacking. Actions to address this need has been returning to face to face instruction.

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

Students attending Kendall Greens High School attended feeder schools during this time. As such, there were no new actions in this area.

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

Students attending Kendall Greens High School attended feeder schools during this time. As such, there were no new actions in this area.

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

Weekly, daily and monthly interventions will need to be implemented to address the deficiencies noted on state assessments and progress monitoring.

#### 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.

Professional development days will focus on best practices and progress monitoring to address students' needs.

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

Continuous monitoring of standards within state assessments and progress monitoring resources will be used to guide instruction.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Based on State Assessments from 2019 demonstrated that students did not make adequate progress and did not meet minimum passing score on FSA/ELA assessment. Using data from schools with similar demographics and student achievement, Reading showed learning gains of 43%.
<b>Measurable Outcome:</b>	Kendall Greens students' will raise reading learning gains by 3 percentage points by June of 2022 as evident in their Spring assessment administration scores and as reflected on the School Improvement Rating (SIR).
<b>Monitoring:</b>	Administration will conduct regular walkthroughs to ensure advisory teachers are providing at least one hour of full direct instruction in benchmarks related to reading and writing. Interventionists will conduct pull out and push ins to work with the lowest 25th percentile in areas of need as identified by their baseline and diagnostic assessments.
<b>Person responsible for monitoring outcome:</b>	Lizette Fernandez (961279@dadeschools.net)
<b>Evidence-based Strategy:</b>	Level 1 and 2 students will receive targeted reading interventions on a daily basis to increase achievement levels of standards and learning gains.
<b>Rationale for Evidence-based Strategy:</b>	Students who have been identified as having deficits in reading benefit from differentiated instruction to address and target their individual learning needs. Creating specially designed instruction in academic areas of need, as well as providing test taking strategies will increase students' learning gains and higher test results in standardized assessments.

#### Action Steps to Implement

Reading coach will begin reading interventions by the third week of school, after analyzing all data related to student diagnostic and baseline scores in reading.

<b>Person Responsible</b>	Josefina Oramas (josefina.oramas@aals-education.com)
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Students Level 1 and Level 2 will spend one hour daily utilizing the adopted Reading Plus Intervention program for reading comprehension and vocabulary skills.

<b>Person Responsible</b>	Lizette Fernandez (961279@dadeschools.net)
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**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Based on State Assessments from 2019 demonstrated that students did not make adequate progress and did not meet minimum passing score on EOC Algebra assessment. Using district data in student achievement for math, students demonstrated learning gains in Math as follows:  District gains (2019): Math Achievement 51% Math Learning Gains 52%
<b>Measurable Outcome:</b>	Kendall Greens students' will raise math learning gains by 3 percentage points by June of 2022 as evident in their Spring assessment administration scores and as reflected on the School Improvement Rating (SIR).
<b>Monitoring:</b>	Administration will conduct regular walkthroughs to ensure advisory teachers are providing at least one hour of full direct instruction in benchmarks related to math instructional needs. Interventionists will conduct pull out and push ins to work with the lowest 25th percentile in areas of need as identified by their General Assessment of Instructional Needs (GAIN) <sup>®</sup> baseline assessment scores, performance levels and instructional needs benchmarks.
<b>Person responsible for monitoring outcome:</b>	Lizette Fernandez (961279@dadeschools.net)
<b>Evidence-based Strategy:</b>	Level 1 and 2 students will receive targeted math interventions on instructional needs to increase achievement levels.
<b>Rationale for Evidence-based Strategy:</b>	Students who have been identified as having deficits in algebraic math skills benefit from differentiated instruction to address and target their individual learning needs. Creating specially designed instruction in academic areas of need, as well as providing test taking strategies will increase students' learning gains and higher test results in standardized assessments.

**Action Steps to Implement**

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

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus**  
**Description and Rationale:** Record of student absences (attendance reports) reveal that students at high-risk at Kendall Greens High School have a history of truancy and/or have exceeded the absences attendance threshold imposed by district compulsory attendance laws.

**Measurable Outcome:** Kendall Greens will maintain yearly schoolwide attendance at 85% as measured by year-to-date Attendance Percent Reports.

**Monitoring:** Implementation and usage of school wide Attendance Letters to parents will be generated as soon as students accumulate three absences within a 30-day period. If a student is continually absent without providing documentation from health care provider, the student will be placed in an Attendance Contract Plan.

**Person responsible for monitoring outcome:** Lizette Fernandez (961279@dadeschools.net)

**Evidence-based Strategy:** Implementation of Kendall Greens' attendance policy.

**Rationale for Evidence-based Strategy:** Parent Communication Log: teachers will contact parents every day student is absence from their homeroom (advisory ) class and document in attendance log. After 3 absences, Attendance Letter be generated for each student and sent home. Students with more than 5 absences will be placed on an Attendance Contract. Students with 10 unexcused absences risk withdrawal or change to afternoon session.

**Action Steps to Implement**

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

**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.

**Kendall Greens is a new activating school, which opened in August of 2021 and there is no data at this time.**

## 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.

To build a positive school culture our school engages in various meaningful parent and student activities aim to increase student achievement, motivation and create an overall positive learning environment.

1. We celebrate personal student achievement and positive behavior. Advisory teacher rewards students' achievement in academic programs (Reading Plus) through certificates of achievement, pizza parties, and other tangible and non-tangible rewards.
2. Teachers maintain consistent parent communication. Teachers call parents/guardians daily to inquire about students' absence. Teachers call parents/guardians weekly to provide updates on student's overall behavior, and at least once per month, teachers make a positive phone call. All forms of communication are documented in our STARS communication log.
3. Parents and students are invited to our quarterly EESAC Meeting. A committee composed of parents, teachers, students, and a business/community partner is selected to be part of the school improvement monitoring plan.
4. Via email, parents receive weekly automatic updates from the Apex gradebook regarding their child's performance in each academic course (completion rate, hours spent in each class, average grade in each class).
5. New students receive a two-day orientation to prepare them to use our curriculum successfully and adequately.
6. Upon registration, prospect students and their parents are provided a one-on-one tour of the school and provided access to visit classrooms and common areas.
7. Teachers and support staff schedule meetings with parents at the request of the family or teacher. We encourage face-to-face meetings when possible, and when allowable to provide meaningful meetings.
8. Teachers establish classroom rules and school norms that build valuable instruction.
9. Discipline is set consistently and addressed immediately by teacher and administration. On a daily basis, the principal meets individually with students at onset of inappropriate behavior and parents are called. Students are then reminded of expectations and rules.
10. The Family Support Specialist (FSS), Exceptional Student Education Specialist, and Career Coach provide students and families information and linkage to outside community programs and services as necessary to meet their individual needs.
11. The school partners with outside community agencies that can service students throughout the year by visiting campus and providing opportunities to succeed (colleges, non-profit organizations, mentoring programs, etc.)
12. The school maintains a positive physical environment by displaying inspirational quotes and mottos from historical and/or culturally relevant role models throughout the hallways that student can read as they transition. Teachers also provide flexible seating space in their classroom to work in small groups when



needed.

13. Teachers model the behaviors we want students to display in our school.

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

All school staff takes part in creating and promoting a positive culture and environment at the school. From the enrollment specialist as she tours parents through the school and explains the instructional model of the program, to the secretary who greets parents at the door with a smile. Every member of our faculty and staff provides meaningful elements that create a positive atmosphere. Teachers greet students at the door at entry. Teachers update their bulletin boards with student achievement, and culturally relevant instructional tools. Teacher maintain daily communication with parents/guardians and students. Administration address undesired behaviors immediately, and provide resources (tools, tips, strategies) to help increase desired behaviors. As a team, the entire school-body values student's cultural backgrounds, diversity and learning styles.