

Miami-Dade County Public Schools

# Secondary Student Success Center 802



2015-16 School Improvement Plan

## Secondary Student Success Center 802

750 NW 20TH ST, Miami, FL 33127

outreach.dadeschools.net

### School Demographics

**School Type**

High

**2014-15 Title I School**

Yes

**2015-16 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 2)

72%

**Alternative/ESE Center**

No

**Charter School**

No

**2015-16 Minority Rate**  
(Reported as Non-white on Survey 2)

100%

### School Grades History

**Year**

**2014-15**

**2013-14**

**Grade**

I\*

F

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The Secondary Student Success Centers (S3C) foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of Educational Alternative Outreach Program (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.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

In the S3C program, student teacher relationships are built by dialogs starting during the interview process with parent and student and with S3C staff. Background inquiries, learning habits, and potential obstacles are discussed openly in an effort to accommodate the student's needs and expectation. In the classroom, teachers start the day with a morning meeting to go over information, recent successes, and motivate students to meet their potential. Teachers also meet often with student to discuss academic and personal issues. Each S3C site also have a TRUST counselor that visits the sites weekly and a school psychologist that is on call for teachers should they feel a student needs to speak to someone. Students in the S3C program interact with only S3C teachers and staff. This helps build a family like environment in the classroom that foster trust and familiarity.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Students in the S3C program know they are a self contained program regardless of the site at which they reside. Students generally do not interact with other non-S3C students. Our students wear unique S3C ID badges to differentiate them from the general population at their site. This is both a motivational and security enhancing practice. Also, student achievements are announced in class for such events as passing a course, completing a high number of courses per day (or week), and high achievement in the ReadingPlus program (daily). Students are also escorted to and from the class for breakfast, lunch, and when going to the school bus at the end of the day. Our students are never without adult supervision.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The S3C is based on a non disruptive model. Before students even enter the program, guidelines and procedures are explained to them and their parents regarding classroom expectations and behavior along with potential consequences. The S3C is a non-disruptive program and does not tolerate students that cannot respect the needs of other students to work in a quiet and productive environment. This is clearly stated on the entrance application and is reinforced by classroom teacher and S3C staff.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The S3C program has a full time counselor that meets with every student at least once per week. Students are mentored daily by teachers on a one to one basis for academic needs and in small groups by teacher and subject area. School psychologists are also on call should a teacher observe the need and a school social worker works directly with teachers to provide home visitations and give aid to the family of students in need of food, utilities, and county services.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Due to the manner in which Early Warning data is reported, the only warning system data available are the level 1 students in reading and math. The attendance, GPA, discipline, and retention data are reported by the umbrella school, Educational Alternative Outreach Program (13-8017).

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	10	25	45	39	35	12	12	178
One or more suspensions	0	0	0	0	0	0	45	45
Course failure in ELA or Math	14	21	20	22	34	5	1	117
Level 1 on statewide assessment	0	2	13	8	0	5	0	28

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students absent three consecutive days will be called at home. In the event the parents do not answer, a social worker will make a home visit.  
 Students scoring level 1 in reading/ELA will be enrolled in Intensive Reading +  
 Students suspended will be enrolled in an alternative to suspension program

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

- Parent/Student interview prior to acceptance
- Open house at each site
- Teacher call parents as needed
- Student take home monthly progress report
- Parents have option of receiving weekly progress report by email

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Use of Community/business members through the School Advisory Committee

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Clark, Theron	Principal
Baptiste, Belinda	Instructional Coach
Brennan, Mike	Instructional Coach
Fitzsimmons, Phil	Instructional Technology
Garrote, Rolando	Guidance Counselor
Nortelus, Joella	Instructional Coach
Campbell-McLemore, Mesha	Instructional Coach
Lopez-Perez, Vivienne	Other
Wynne, Dan	Teacher, K-12
Young, Tabitha	Assistant Principal
Perez de Ayllon, Nidia	Administrative Support
Waters, Sabrina	Teacher, K-12
Breslaw, Fior	Psychologist

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction
- Assistant Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction
- Psychologist - Liaison to Student Services Department, training related to student services resources, and individual determinations of student need

Reading Coaches - Address reading issues in MTSS and SIP, SAC Secretary

Science Coach - Address math and science issues in MTSS and SIP

SPED Program Specialist - Incorporate SPED resources in the development of MTSS and SIP functions

SIP Specialist - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Educational Alternative Outreach Program's Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis of district baseline, district interim, and statewide FCAT and EOC assessments. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through the Instructional Performance Evaluation and Growth System (IPEGS). The Leadership Team will provide levels of support and interventions to students as well as training on the School Improvement Plan for all staff. Staff development will be informed by administrator assessments and Individual Professional Development Plans.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site, and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also

provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

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- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Theron Clark	Principal
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Tabitha Milfort	Teacher
Leonardo Cancio	Teacher
Charlemagne Olius	Teacher
Daniel Wynne	Teacher
Liliane Jean-Louis	Education Support Employee
Tessa Allen	Business/Community
Enrique Garcia	Business/Community
LaCriscia Flowers	Business/Community
Lance Williams	Business/Community
Marvin Stewart	Business/Community
Terrance Levell	Student
Lynn Atkinson	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Evaluation of last year's school improvement plan  
 The SAC reviewed the SIP and conducted sessions with the entire faculty to garner feelings and address concerns about the plan.  
 Development of this school improvement plan

*Development of this school improvement plan*

Members of the SAC develop the plan. They are integral to the plan development process.

*Preparation of the school's annual budget and plan*

The SAC is involved in decisions regarding all discretionary funds.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

We utilized the school site funds to support:  
 Site test coordinators  
 Awards for student achievement

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

**Membership:**

Name	Title
Campbell-McLemore, Mesha	Instructional Coach
Breslaw, Fior	Psychologist
Nortelus, Joella	Instructional Coach
Clark, Theron	Principal
Young, Tabitha	Assistant Principal
Lopez-Perez, Vivienne	Administrative Support
Perez de Ayllon, Nidia	Administrative Support
Wynne, Dan	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The school’s Literacy Leadership Team meets on district early-release days. The reading coach will provide information to the team in order to assist them in making programmatic and instructional decisions, and the team will work together to ensure fidelity of the implementation of the K-12 CRRP. A school-wide focus on literacy, as well as a focus on reading achievement, will be the goal of the LLT

while working closely with the reading coach. The LLT at EAOP will:

- Monitor the collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year.
- Conduct Data Analysis chats after each FAIR assessment period and Baseline and Interim Assessments.
- Analyze the progress monitoring data.
- Provide direction to administration for monitoring the teacher’s use of data driven instruction during classroom visitations.
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings to build the culture of reading throughout the school

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The teachers in the S3C center are continuously involved in a collaborative process of progress monitoring in a team environment with the students and parents. The conduct once-weekly progress reviews including data chats and discussion of progress toward a goal of advancing academically to work toward peer integration at the high school level.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teachers at the S3C center are paid an additional period supplement, adding additional pay. Also, teachers at S3C centers are eligible to work summers, if desired.

## Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Not necessary. All teachers are experienced, veteran teachers.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The program utilizes Edgenuity for the CAI platform. Edgenuity continuously upgrades their instructional software to ensure it is aligned with state standards.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The program is a picture of differentiation. Each student works individually with instructor support in development of strategies for progress. Each student participates in weekly data chats to determine steps needed for academic progression.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 7,000

Provide summer session for all students to allow for additional academic progress.

#### **Strategy Rationale**

Students are overage for middle school and are in the process of credit recovery. Extended school year provides the opportunity for students to make additional progress during the summer session.

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

Clark, Theron, tclark@dadeschools.net

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Course completions during extended year.

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).



**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

No transition while in middle school  
Transition to high school when credit recovery in completed  
Home high school  
GED program  
Adult Ed. program,  
College and Career R

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A – middle school program

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A – middle school program

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A – middle school program

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A – middle school program

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students will improve progress through sharing of progress reports with parents.
- G2.** Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor.
- G3.** Students will make progress through participation in weekly progress monitoring meetings
- G4.** Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Students will improve progress through sharing of progress reports with parents.** 1a

G074028

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	25.0

**Resources Available to Support the Goal** 2

- Weekly progress report generation.

**Targeted Barriers to Achieving the Goal** 3

- Students are overage form middle school and have experienced significant setbacks in their progress toward high school.

**Plan to Monitor Progress Toward G1.** 8

Review logs

**Person Responsible**

Tabitha Young

**Schedule**

On 6/3/2016

**Evidence of Completion**

Review parent logs

**G2. Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor.** 1a

G074029

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

**Resources Available to Support the Goal** 2

- Trust counselor visits program weekly.

**Targeted Barriers to Achieving the Goal** 3

- Students are behind academic cohort.

**G3. Students will make progress through participation in weekly progress monitoring meetings** 1a

G074030

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	52.0
AMO Reading - All Students	38.0

**Resources Available to Support the Goal** 2

- Edgenuity CAI platform provides many reports that may be utilized for the progress monitoring meetings

**Targeted Barriers to Achieving the Goal** 3

- Students in program have a history of falling behind academically.

**G4. Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments.** 1a

G074031

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	38.0
AMO Math - All Students	52.0

**Resources Available to Support the Goal** 2

- A wide range of computer aided instructional tools are available for student use.

**Targeted Barriers to Achieving the Goal** 3

- Students are overaged for middle school and have experienced years of under-performance in academic environments.

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Students will improve progress through sharing of progress reports with parents. **1**

 G074028

**G1.B1** Students are average form middle school and have experienced significant setbacks in their progress toward high school. **2**

 B193291

**G1.B1.S1** Hold parent conferences, as needed. **4**

 S204803

#### Strategy Rationale

Frequent parent communication helps to ensure students stay on track toward student progression.

#### Action Step 1 **5**

Maintain contact with parents and keep a communication log to ensure contacts are recorded.

#### Person Responsible

Leonardo Cancio

#### Schedule

Monthly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Communication logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Check on communication logs

**Person Responsible**

Tabitha Young

**Schedule**

Semiannually, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Active and complete communication logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Check on communication logs

**Person Responsible**

Tabitha Young

**Schedule**

Semiannually, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Active and complete communication logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Contacting parents

**Person Responsible**

Leonardo Cancio

**Schedule**

Monthly, from 9/15/2015 to 6/3/2016

***Evidence of Completion***

logs

**G1.B1.S2 Open House** 4

S204804

**Strategy Rationale**

An Open House will establish communication modes

**Action Step 1** 5

The S3C Centers will offer an Open House for all parents during the first month of school.

**Person Responsible**

Leonardo Cancio

**Schedule**

***Evidence of Completion***

Copy of Open House announcement

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

AP will ensure Open House is scheduled

**Person Responsible**

Tabitha Young

**Schedule**

On 10/15/2014

***Evidence of Completion***

Open House announcement

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Attend Open house

**Person Responsible**

Tabitha Young

**Schedule**


On 10/15/2014

***Evidence of Completion***

Attendance by parents



**G1.B1.S3** Review student home extension 4

 S204805

**Strategy Rationale**

Parent involvement will result in home extension

**Action Step 1** 5

Department head will review evidence of students using software at home.

**Person Responsible**

Leonardo Cancio

**Schedule**

On 6/5/2015

***Evidence of Completion***

Performance summaries from Edgenuity

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Teachers will contact parents regarding usage patterns on software

**Person Responsible**

Leonardo Cancio

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Usage logs for time out of school

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review of parent conferences and communication log

**Person Responsible**

Tabitha Young

**Schedule**

On 6/5/2015

***Evidence of Completion***

Reviwe IPEGS Docs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Review of parent conferences and communication log

**Person Responsible**

Tabitha Young

**Schedule**

On 6/5/2015

***Evidence of Completion***

Reviwe IPEGS Docs

**G2.** Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor. **1**

G074029

**G2.B1** Students are behind academic cohort. **2**

B193292

**G2.B1.S1** Once weekly visits from the Trust Counselor **4**

S204806

### **Strategy Rationale**

Frequent visits with the Trust Counselor will allow students to develop a better understanding of academic requirements for graduation.

### **Action Step 1** **5**

Weekly visits from Trust counselor

#### **Person Responsible**

Tabitha Young

#### **Schedule**

Weekly, from 9/15/2015 to 6/3/2016

#### **Evidence of Completion**

Verify TC schedule

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Review TC schedule on a weekly basis.

#### **Person Responsible**

#### **Schedule**

Weekly, from 9/15/2015 to 6/3/2016

#### **Evidence of Completion**

schedule

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review of students progressing academically

**Person Responsible**

Rolando Garrote

**Schedule**

Every 2 Months, from 9/15/2015 to 6/3/2016

**Evidence of Completion**

Student academic progress

**G3. Students will make progress through participation in weekly progress monitoring meetings** 1

 G074030

**G3.B1 Students in program have a history of falling behind academically.** 2

 B193293

**G3.B1.S1 Weekly progress monitoring** 4

 S204807

**Strategy Rationale**

Students need to updated on progress in real time.

**Action Step 1** 5

Teachers will monitor student progress weekly

**Person Responsible**

Leonardo Cancio

**Schedule**

Weekly, from 9/15/2015 to 6/3/2016

**Evidence of Completion**

Reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Lead Teacher will check progress reporting

**Person Responsible**

Leonardo Cancio

**Schedule**

Monthly, from 9/15/2015 to 6/3/2016

***Evidence of Completion***

Logs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

AP will check communication logs with IPEGS docs

**Person Responsible**

Tabitha Young

**Schedule**

On 6/3/2016

***Evidence of Completion***

IPEGS docs

**G4.** Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments. 1

G074031

**G4.B1** Students are overaged for middle school and have experienced years of under-performance in academic environments. 2

B193294

**G4.B1.S1** Provide progress monitoring 4

S204808

### Strategy Rationale

Weekly progress monitoring aids students in determining progress.

### Action Step 1 5

Monitor progress report procedures with teachers.

#### Person Responsible

Leonardo Cancio

#### Schedule

Monthly, from 9/15/2015 to 6/3/2016

#### Evidence of Completion

n Copies of student progress reports

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrator walk throughs

#### Person Responsible

Tabitha Young

#### Schedule

Every 2 Months, from 9/15/2015 to 6/3/2016

#### Evidence of Completion

Teacher records of progress monitoring reports

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Review winter interim assessment

**Person Responsible**

Leonardo Cancio

**Schedule**

**Evidence of Completion**

Student performance on interim assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Maintain contact with parents and keep a communication log to ensure contacts are recorded.	Cancio, Leonardo	8/31/2015	Communication logs	6/3/2016 monthly
G1.B1.S2.A1	The S3C Centers will offer an Open House for all parents during the first month of school.	Cancio, Leonardo	Copy of Open House announcement	one-time	
G1.B1.S3.A1	Department head will review evidence of students using software at home.	Cancio, Leonardo	9/15/2014	Performance summaries from Edgenuity	6/5/2015 one-time
G2.B1.S1.A1	Weekly visits from Trust counselor	Young, Tabitha	9/15/2015	Verify TC schedule	6/3/2016 weekly
G3.B1.S1.A1	Teachers will monitor student progress weekly	Cancio, Leonardo	9/15/2015	Reports	6/3/2016 weekly
G4.B1.S1.A1	Monitor progress report procedures with teachers.	Cancio, Leonardo	9/15/2015	n Copies of student progress reports	6/3/2016 monthly
G1.MA1	Review logs	Young, Tabitha	8/31/2015	Review parent logs	6/3/2016 one-time
G1.B1.S1.MA1	Contacting parents	Cancio, Leonardo	9/15/2015	logs	6/3/2016 monthly
G1.B1.S1.MA1	Check on communication logs	Young, Tabitha	8/31/2015	Active and complete communication logs	6/3/2016 semiannually
G1.B1.S1.MA1	Check on communication logs	Young, Tabitha	9/15/2014	Active and complete communication logs	6/5/2015 semiannually
G1.B1.S2.MA1	Attend Open house	Young, Tabitha	9/15/2014	Attendance by parents	10/15/2014 one-time
G1.B1.S2.MA1	AP will ensure Open House is scheduled	Young, Tabitha	9/15/2014	Open House announcement	10/15/2014 one-time
G1.B1.S3.MA1	Review of parent conferences and communication log	Young, Tabitha	10/15/2014	Reviwe IPEGS Docs	6/5/2015 one-time
G1.B1.S3.MA1	Review of parent conferences and communication log	Young, Tabitha	10/15/2014	Reviwe IPEGS Docs	6/5/2015 one-time
G1.B1.S3.MA1	Teachers will contact parents regarding usage patterns on software	Cancio, Leonardo	9/15/2014	Usage logs for time out of school	6/5/2015 monthly
G2.B1.S1.MA1	Review of students progressing academically	Garrote, Rolando	9/15/2015	Student academic progress	6/3/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Review TC schedule on a weekly basis.		9/15/2015	schedule	6/3/2016 weekly
G3.B1.S1.MA1	AP will check communication logs with IPEGS docs	Young, Tabitha	10/13/2015	IPEGS docs	6/3/2016 one-time
G3.B1.S1.MA1	Lead Teacher will check progress reporting	Cancio, Leonardo	9/15/2015	Logs	6/3/2016 monthly
G4.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	Review winter interim assessment	Cancio, Leonardo	1/12/2016	Student performance on interim assessments	one-time
G4.B1.S1.MA1	Administrator walk throughs	Young, Tabitha	9/15/2015	Teacher records of progress monitoring reports	6/3/2016 every-2-months

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Students will improve progress through sharing of progress reports with parents.

**G1.B1** Students are overage from middle school and have experienced significant setbacks in their progress toward high school.

**G1.B1.S3** Review student home extension

### **PD Opportunity 1**

Department head will review evidence of students using software at home.

#### **Facilitator**

Mike Brennan

#### **Participants**

S3C Teachers and Department Head

#### **Schedule**

On 6/5/2015

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Maintain contact with parents and keep a communication log to ensure contacts are recorded.	\$0.00
2	G1.B1.S2.A1	The S3C Centers will offer an Open House for all parents during the first month of school.	\$0.00
3	G1.B1.S3.A1	Department head will review evidence of students using software at home.	\$0.00
4	G2.B1.S1.A1	Weekly visits from Trust counselor	\$0.00
5	G3.B1.S1.A1	Teachers will monitor student progress weekly	\$0.00
6	G4.B1.S1.A1	Monitor progress report procedures with teachers.	\$0.00
			<b>Total:</b> \$0.00