

Miami-Dade County Public Schools

Secondary Student Success Center 804



2015-16 School Improvement Plan

Secondary Student Success Center 804

6300 NW 27TH AVE, Miami, FL 33147

outreach.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	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	Gayle Sitter
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	45	0	0	0	0	0	0	45
Course failure in ELA or Math	14	21	20	22	34	5	1	117
Level 1 on statewide assessment	0	12	17	3	0	0	0	32

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
Young, Tabitha	Assistant Principal
Alonso, Nadeshka	Instructional Coach
Baptiste, Belinda	Instructional Coach
Brennan, Mike	Instructional Coach
Breslaw, Fior	Psychologist
Cancio, Leonardo	SAC Member
Fitzsimmons, Phil	Instructional Technology
Garrote, Rolando	Guidance Counselor
Nortelus, Joella	Instructional Coach
Lopez-Perez, Vivienne	Other
Wynne, Dan	Teacher, K-12
Perez de Ayllon, Nidia	Administrative Support
Campbell-McLemore, Mesha	Administrative Support

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)
- 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.

- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Theron A. Clark, EdD.	Principal
Leonardo Cancio	Teacher
Daniel Wynne	Teacher
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Tabitha Milfort	Teacher
Charlemagne Olius	Teacher
Liliane Jean-Louis	Education Support Employee
Jasmine Glover	Parent
Presney Edmond	Student
Enrique Garcia	Business/Community
LaCriscia Fowlkes	Business/Community
Lance Williams	Business/Community
Marvin Stewart	Business/Community
Terrance Levell	Business/Community
Tessa Allen	Business/Community
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

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

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

N/A

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
Nortelus, Joella	Instructional Coach
Alonso, Nadeshka	Instructional Coach
Cancio, Leonardo	SAC Member
Clark, Theron	Principal
Young, Tabitha	Assistant Principal
Fitzsimmons, Phil	Instructional Technology
Wynne, Dan	SAC Member
Breslaw, Fior	Administrative Support
Lopez-Perez, Vivienne	Administrative Support
Perez de Ayllon, Nidia	Administrative Support
	Administrative Support

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 a Computer Assisted Instruction platform. It 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: Extended School Year

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 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:

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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.

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 reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments.
- G2.** Students will make progress through participation in weekly progress monitoring meetings.
- G3.** Students will improve progress through sharing of progress reports with parents.

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 reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments. 1a

G074036

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	35.0
FSA English Language Arts - Achievement	35.0

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 G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Students will make progress through participation in weekly progress monitoring meetings. 1a

G074037

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	25.0

Resources Available to Support the Goal 2

- Grade Results 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.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

On 6/3/2016

Evidence of Completion

G3. Students will improve progress through sharing of progress reports with parents. 1a

G074038

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	25.0

Resources Available to Support the Goal 2

- Weekly progress report generation.

Targeted Barriers to Achieving the Goal 3

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

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

 G074036

G1.B1 Students are overaged for middle school and have experienced years of under-performance in academic environments. **2**

 B193299

G1.B1.S1 Weekly progress monitoring **4**

 S204819

Strategy Rationale

Keep all parties abreast of student progress toward goals.

Action Step 1 **5**

Monitor progress report procedures with teachers.

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Copies of student progress reports

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

Administrator walk throughs

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Teacher records of progress monitoring reports

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

Review winter interim assessment

Person Responsible

Leonardo Cancio

Schedule

On 2/12/2015

Evidence of Completion

Student performance on interim assessments

G1.B1.S2 Provide tools for home extension 4

S204820

Strategy Rationale

Additional time logged into Edgenuity will result in more completions

Action Step 1 5

Provide tools for accessing Edgenuity from home

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Handout with username and password

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

Review access logs from Edgenuity

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Reports from Edgenuity demonstrating at home access

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

Lead teacher review of access

Person Responsible


Leonardo Cancio

Schedule

Evidence of Completion

Lead teacher will review student access of Edgenuity

G1.B1.S3 Reading and math core instruction in small groups 4

 S204821

Strategy Rationale

Small group instruction provides an additional level of differentiation

Action Step 1 5

Teachers will provide small group core instruction.

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Walk-throughs

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

Classroom observations

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

IPEGS observation

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

Additional PD and support as needed

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

IPEGS observation results

G2. Students will make progress through participation in weekly progress monitoring meetings. 1

 G074037

G2.B1 Students in program have a history of falling behind academically. 2

 B193300

G2.B1.S1 Provide weekly progress monitoring. 4

 S204822

Strategy Rationale

Students are better able to make decisions about their academic progress when they are aware of the progress which they have made.

Action Step 1 5

Department head will meet regularly with S3C teachers to ensure progress monitoring is completed with fidelity.

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Learning gains of lowest 25% of students.

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

Lead Teacher will check progress reporting

Person Responsible

Leonardo Cancio

Schedule

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

Evidence of Completion

Logs

Plan to Monitor Effectiveness of Implementation of G2.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

G2.B1.S2 Share progress with parents in parent reports **4**

 S204823

Strategy Rationale

Parents can better support their children when they are aware of student progress.

Action Step 1 **5**

Teachers at S3C Centers will distribute progress reports to parents.

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Monthly progress reports

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Lead teacher will keep a log of parent meetings

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Log

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 **7**

AP will check communication logs with IPEGS docs.

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

IPEGS docs.

G2.B1.S3 Provide tools for home learning extension 4

 S204824

Strategy Rationale

Students need to know how to use the software at home.

Action Step 1 5

Teachers will instruct the students on how to use software at home

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Lead teacher will check with students to ensure they are aware how to access software

Person Responsible

Leonardo Cancio

Schedule

On 10/31/2014

Evidence of Completion

Survey of students

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

AP will ensure teachers met with students and instructed on how to access software.

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Observation and lesson plan

G3. Students will improve progress through sharing of progress reports with parents. 1

G074038

G3.B1 Students are overage form middle school and have experienced significant setbacks in their progress toward high school. 2

B193301

G3.B1.S1 Hold parent conferences, as needed. 4

S204825

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 9/15/2014 to 6/5/2015

Evidence of Completion

Communication logs

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

Check on communication logs

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Active and complete communication logs

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

Contacting parents

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Logs

G3.B1.S2 Open house 4

 S204826

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

On 10/15/2014

Evidence of Completion

Copy of Open House announcement

Plan to Monitor Fidelity of Implementation of G3.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 G3.B1.S2 7

Attend Open house

Person Responsible

Tabitha Young

Schedule

On 10/15/2014

Evidence of Completion

Attendance by parents

G3.B1.S3 Review student home extension 4

 S204827

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

Evidence of Completion

Performance summaries from Edgenuity

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will contact parents regarding usage patterns on software

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Usage logs for time out of school

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Review of parent conferences and communication log

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Reviwe IPEGS Docs

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	Monitor progress report procedures with teachers.	Cancio, Leonardo	9/15/2015	Copies of student progress reports	monthly
G1.B1.S2.A1	Provide tools for accessing Edgenuity from home	Cancio, Leonardo	9/15/2014	Handout with username and password	monthly
G1.B1.S3.A1	Teachers will provide small group core instruction.	Young, Tabitha	9/15/2015	Walk-throughs	weekly
G2.B1.S1.A1	Department head will meet regularly with S3C teachers to ensure progress monitoring is completed with fidelity.	Young, Tabitha	8/31/2015	Learning gains of lowest 25% of students.	6/3/2016 weekly
G2.B1.S2.A1	Teachers at S3C Centers will distribute progress reports to parents.	Cancio, Leonardo	9/15/2014	Monthly progress reports	monthly
G2.B1.S3.A1	Teachers will instruct the students on how to use software at home	Cancio, Leonardo	9/15/2014		one-time
G3.B1.S1.A1	Maintain contact with parents and keep a communication log to ensure contacts are recorded.	Cancio, Leonardo	9/15/2014	Communication logs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.A1	The S3C Centers will offer an Open House for all parents during the first month of school.	Cancio, Leonardo	9/15/2014	Copy of Open House announcement	10/15/2014 one-time
G3.B1.S3.A1	Department head will review evidence of students using software at home.	Cancio, Leonardo	9/15/2014	Performance summaries from Edgenuity	monthly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Review winter interim assessment	Cancio, Leonardo	1/12/2015	Student performance on interim assessments	2/12/2015 one-time
G1.B1.S1.MA1	Administrator walk throughs	Young, Tabitha	9/15/2015	Teacher records of progress monitoring reports	every-2-months
G1.B1.S2.MA1	Lead teacher review of access	Cancio, Leonardo	9/15/2014	Lead teacher will review student access of Edgenuity	monthly
G1.B1.S2.MA1	Review access logs from Edgenuity	Cancio, Leonardo	9/15/2014	Reports from Edgenuity demonstrating at home access	monthly
G1.B1.S3.MA1	Additional PD and support as needed	Young, Tabitha	9/15/2015	IPEGS observation results	annually
G1.B1.S3.MA1	Classroom observations	Young, Tabitha	9/15/2015	IPEGS observation	annually
G2.MA1	[no content entered]		8/31/2015		6/3/2016 one-time
G2.B1.S1.MA1	AP will check communication logs with IPEGS docs	Young, Tabitha	8/31/2015	IPEGS docs	6/3/2016 one-time
G2.B1.S1.MA1	Lead Teacher will check progress reporting	Cancio, Leonardo	8/31/2015	Logs	6/3/2016 monthly
G2.B1.S2.MA1	AP will check communication logs with IPEGS docs.	Young, Tabitha	10/15/2014	IPEGS docs.	one-time
G2.B1.S2.MA1	Lead teacher will keep a log of parent meetings	Cancio, Leonardo	9/15/2014	Log	monthly
G2.B1.S3.MA1	AP will ensure teachers met with students and instructed on how to access software.	Young, Tabitha	9/15/2014	Observation and lesson plan	one-time
G2.B1.S3.MA1	Lead teacher will check with students to ensure they are aware how to access software	Cancio, Leonardo	10/15/2014	Survey of students	10/31/2014 one-time
G3.B1.S1.MA1	Contacting parents	Cancio, Leonardo	9/15/2014	Logs	one-time
G3.B1.S1.MA1	Check on communication logs	Young, Tabitha	9/15/2014	Active and complete communication logs	semiannually
G3.B1.S2.MA1	Attend Open house	Young, Tabitha	9/15/2014	Attendance by parents	10/15/2014 one-time
G3.B1.S2.MA1	AP will ensure Open House is scheduled	Young, Tabitha	9/15/2014	Open House announcement	10/15/2014 one-time
G3.B1.S3.MA1	Review of parent conferences and communication log	Young, Tabitha	10/15/2014	Reviwe IPEGS Docs	one-time
G3.B1.S3.MA1	Teachers will contact parents regarding usage patterns on software	Cancio, Leonardo	9/15/2014	Usage logs for time out of school	monthly

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 reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments.

G1.B1 Students are overaged for middle school and have experienced years of under-performance in academic environments.

G1.B1.S1 Weekly progress monitoring

PD Opportunity 1

Monitor progress report procedures with teachers.

Facilitator

Mike Brennan

Participants

S3C Teachers

Schedule

G1.B1.S3 Reading and math core instruction in small groups

PD Opportunity 1

Teachers will provide small group core instruction.

Facilitator

Mike Brennan

Participants

S3C Teachers

Schedule

G2. Students will make progress through participation in weekly progress monitoring meetings.

G2.B1 Students in program have a history of falling behind academically.

G2.B1.S3 Provide tools for home learning extension

PD Opportunity 1

Teachers will instruct the students on how to use software at home

Facilitator

Mike Brennan

Participants

S3C Teachers

Schedule

G3. Students will improve progress through sharing of progress reports with parents.

G3.B1 Students are overage from middle school and have experienced significant setbacks in their progress toward high school.

G3.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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Monitor progress report procedures with teachers.	\$0.00
2	G1.B1.S2.A1	Provide tools for accessing Edgenuity from home	\$0.00
3	G1.B1.S3.A1	Teachers will provide small group core instruction.	\$0.00
4	G2.B1.S1.A1	Department head will meet regularly with S3C teachers to ensure progress monitoring is completed with fidelity.	\$0.00
5	G2.B1.S2.A1	Teachers at S3C Centers will distribute progress reports to parents.	\$0.00
6	G2.B1.S3.A1	Teachers will instruct the students on how to use software at home	\$0.00
7	G3.B1.S1.A1	Maintain contact with parents and keep a communication log to ensure contacts are recorded.	\$0.00
8	G3.B1.S2.A1	The S3C Centers will offer an Open House for all parents during the first month of school.	\$0.00
9	G3.B1.S3.A1	Department head will review evidence of students using software at home.	\$0.00
Total:			\$0.00