

Sarasota County Schools

Triad



2016-17 Schoolwide Improvement Plan

Triad

4430 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net

School Demographics

| | | |
|---|--|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p> | <p>2015-16 Title I School</p> <p style="font-size: 24px;">Yes</p> | <p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">87%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">75%</p> |

School Grades History

| Year | 2017-18 |
|--------------|---------|
| Grade | |

**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 was approved by the Sarasota County School Board on 10/25/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Triad

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Triad Alternative Program is a group of dedicated professionals who believe that through guidance, encouragement and understanding a difference can be made in the lives of youth, regardless of their history, ethnic origin, affiliation or socio-economic level. Our mission is to provide a safe, nurturing, healthy environment. Emphasis is placed on teaching a strong work ethic and the values of personal responsibility, family, community and educational success.

b. Provide the school's vision statement.

Triad students will develop intellectually, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. The program integrates a behavior modification approach with academic focus to facilitate character development and academic success in the areas of reading, writing, mathematics and social studies.

2. School Environment

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

The school learns about students' culture and supports staff in building relationships between teachers and students by incorporating the following: Why Try curriculum, Social Blackbelt Social-Emotional Learning program and Positive Behavior System. Behavior Intervention Specialists support students in setting monthly goals and conduct bi-weekly advising sessions with each of their students. Our low student to staff ratio promotes relationship building. Teachers, Behavior Intervention Specialists and counselors meet on a weekly basis for case review to discuss student progress, identify the needs of individual students, and work together to develop and monitor the effectiveness of support systems and interventions that promote academic and behavior success.

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

Teachers, Behavior Intervention Specialists and Counselors gather together in the morning to greet students as they arrive on campus providing immediate supervision and support to ensure safety. Students are expected to consistently meet the Behavior Expectations of Respect, Responsibility, Positive Attitude and Participation. This includes adherence to dress code, maintaining personal space, remaining in supervision, being polite and respectful to peers and staff, and transitioning in an orderly and quiet manner. Behavior Intervention Specialists are with their assigned students throughout the school day, providing support, encouragement and re-direction as necessary. At the end of the day, staff gathers at classroom doorways and building exits to support students in an orderly exit.

c. 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 program is built on the foundation of the Core Values of the Y: Caring, Honesty, Respect and Responsibility. Students carry point cards throughout the school day and earn points each period of

the day for Attendance, Respect, Responsibility, Positive Attitude and Participation. All staff is responsible for ensuring that the behavior system is clearly and consistently enforced. Behavior system training is conducted prior to the beginning of the school year and the case review meetings each week provide ongoing support. Students who do not meet behavior expectations during the school day are held for second dismissal. Students who do not meet the required points during the week perform community service. Alternate room placement, loss of privileges, and parent meetings are first-line interventions to encourage positive changes.

d. 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 Triad staffing includes licensed mental health counselors, social workers and guidance counselors provide individual, family, group and crisis counseling. Behavior Intervention Specialist provide students with support throughout the school day and guide students toward meeting behavior expectations. Partner agencies provide on-site mentoring services, grief counseling (Tidewell Hospice), services for homeless students, health/sexual education (Health Department and Planned Parenthood), and substance abuse counseling. SPARCC and Y Achievers are also partner agencies. Student referrals are made for additional services, such as residential dual-treatment programs and community-based mental health agencies.

3. Early Warning Systems

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

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

100% of students that were enrolled last school year entered the program with 1 or more of these early warning indicators (all students entered the program following a 10-day suspension due to committing an expellable offense:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics-

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 15 | 16 | 10 | 7 | 6 | 70 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 27 | 40 | 47 | 44 | 17 | 15 | 203 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 12 | 12 | 9 | 4 | 1 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 18 | 18 | 15 | 8 | 3 | 76 |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 11 | 18 | 18 | 15 | 8 | 6 | 84 | |

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

- Intensive Math and Reading courses for all grade levels.
- 1-1 and group tutoring after regular school hours, 4 days a week.
- Differentiated Learning
- Cooperative Learning
- Credit Retrieval option
- Summer session for all Core subjects for students needing to complete coursework, retake a course or in need of credit retrieval.
- Attendance is closely monitored. For students who are absent, personal phone calls are made to the parent / guardian within 1 hour after the beginning of the school day. Students are held for 2nd dismissal to complete any missed assignments.
- Parent meetings conducted for ongoing attendance concerns.
- Suspensions are used as a last intervention.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313749>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

The Triad Alternative Program sustains partnerships with the local community through the Parent Involvement committee, through the support of the corporate YMCA offices and through community outreach. The Parent Involvement Group meets monthly at Triad and encourages both students and parent to attend. Pledge Cards are used by group members to secure resources to both enrich curriculum and support the school. During Family Literacy Night, the local librarian visits campus and facilitates the relationship between student and school. The librarian is available to open new cards and answer questions about programming so parents begin to get familiar with using their local library as a resource. The Program Coordinator researches and pursues local businesses to enhance student curriculum such as The Mote Aquarium, Van Wezel Performance Center, SPARCC (Safe Place and Rape Crisis Center), Suncoast Science Center and the Ringling Museum of Art.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------|------------------------|
| Steele, Derrek | Principal |
| Graham, Anthony | Assistant Principal |
| McInnes, Heather | Administrative Support |

b. Duties

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

- Teachers: Participate in data collection, deliver instruction/intervention, collaborate with other staff to implement interventions.
- Behavior Intervention Specialists: Addresses truancy concerns and works collaboratively with families to ensure student attendance expectations are met. Addresses behavior and engagement concerns and works collaboratively with families to ensure that student expectations are met. Implements and monitors interventions as needed. Prepare weekly progress reports of academic and behavior progress/concerns. At weekly case review meetings, collaborate with other staff in all of these processes.
- Counselors: Provide individual, family, group and crisis counseling to provide students with strategies and tools to promote academic success, excellent attendance, and appropriate behavior and engagement. At weekly case review meetings, collaborate with other staff in all of these processes

2. 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 team (Administrators, counselors, teachers, and behavior intervention specialists) meet for case review once a week to engage in the following activities: The team reviews summative and formative data and Individual Education Plans to identify student academic and behavior needs. Based on the review as well as discussions with parents/guardians school board personnel, and outside agencies such as Department of Juvenile Justice, instructional and behavioral strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases reviewed periodically to determine progress and to reassess further instructional interventions. Students who are identified as needing small group and individual instructional may be scheduled for extended-day sessions. Students may be referred to individual / family counseling, anger management classes, grief counseling, substance abuse counseling, mentoring program or homeless youth program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Margaret King | Principal |
| Heather McInnes | Education Support Employee |
| Suzette Dill | Education Support Employee |
| Sonia Santiago | Business/Community |
| Shad Rennick | Business/Community |
| Markee Teal | Teacher |
| Charles Harris | Business/Community |
| Karen Mersinger | Business/Community |
| Russ Golden | Business/Community |
| Robiel McArthur | Student |
| Olajawan Giles-Mitchell | Student |
| Jeremiah Snyder | Student |
| Alexis Gannon | Student |
| Lakayla Myers | Student |
| De'Arron Jackson | Student |
| Leslie Perez-De Jesus | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

At the 4th SAC meeting of last school year, the School Improvement Plan was discussed. There were no recommendations for changes at that time.

b. Development of this school improvement plan

The first SAC meeting of the year is focused on the development of the SIP. School-wide data is reviewed and the committee provides input regarding the academic needs of the school. The SAC committee provides ongoing feedback throughout the school year.

c. Preparation of the school's annual budget and plan

A summary of the annual budget is shared at the 1st SAC committee.

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

School improvement funds were not allocated this year or last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------------|---------------------|
| Steele, Derrek | Principal |
| Graham, Anthony | Assistant Principal |
| Guinther, Therese | Teacher, K-12 |
| Decato-Flaherty, Kara | Teacher, K-12 |
| Van Amber, Forrest | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy Plan Objectives:

1. To increase each student's reading, writing, critical thinking, and speaking and listening skills across all content areas in order to improve learning gains.
2. To promote a school-wide culture of literacy that encourages both staff and students to develop a life-long habit and appreciation for reading and writing.

This plan was developed in full collaboration by Triad's ELA teachers and content-area teachers with Common Core State Standards and Title 1 expectations in mind, as well as the specific behavioral and academic needs of the Triad student population.

The Triad Literacy Plan is comprised of four core initiatives in the areas of Reading, Writing, Critical Thinking, and Speaking & Listening and six Action Steps. Each of the action Steps includes targeted and intentional activities and strategies. that have been considered in order to achieve the Triad Literacy Plan Objectives.

Literacy Plan Core Initiatives:

1. Reading: All students will increase time spent reading both for academic purposes and for enjoyment. All students are required to carry and read an independent reading book of their choice all all times. Students will read in their independent reading book during free time, when coursework is complete, or during scheduled independent reading times within classes.
2. Writing: All students will increase time spent writing in response to texts, themes , ideas, skills and issues presented in classes. All content area classes will do, at minimum, weekly writing that includes critical responses to texts, journal responses, short answer responses, long answer responses, essays, research projects, and/or quick writes.
3. Critical Thinking: All students will increase his or her ability to initiate and to participate in a variety of collaborative discussions with his or her peers and teachers on a variety of topics.
4. Speaking & Listening: All students will increase the ability to initiate and to participate in a variety of collaborative discussions with his or her peers and teachers on a variety of topics.

Literacy Plan Action Steps:

1. Schedule time for professional collaboration, planning, and accountability.
2. Activate meaningful, professional discussions about literacy.
3. Share effective strategies in literacy.

4. Carefully choose high-interest, complex texts, both literary and information.
5. Target striving readers and writers in classroom instruction and in tutoring.
6. Initiate text-based discussions and ask text-dependent questions.

Action Steps #1 and #2

The Literacy Team agreed that collaboration, planning accountability, and activating meaningful, professional discussion about the implementation of the Literacy Plan will be crucial to its success this year.

The following are steps to accomplish this:

1. Staff will follow the Instructional Focus guides (IFGs) located on the Sarasota County School District's Blackboard site. Teaching staff will meet at least one time monthly during case review to collaborate, coordinate, and evaluate implementation of literacy strategies in classes. An agenda for these meetings will be kept as record of these meetings.
2. A Literacy Plan notebook will also be kept in which each teacher and staff member will briefly reflect upon how he/she implemented the strategies or actions of the Literacy Plan during the week and report any areas that need to be discussed or revised. This will be done during case review on Thursday evenings and any issues that need to be discussed will be done then or at scheduled meetings. The documentation serves both as individual and group accountability, as well as record for Title 1. Ms. Cook will make sure documentation is completed weekly during case review and maintain this part of the Sarasota campus collaboration in literacy. Mr. Van Amber will do the same for the Venice campus.
3. Before and after school meetings and Professional Day meetings will be scheduled as needed to monitor progress on the Literacy Plan. However, staff agreed that impromptu and informal dialogue on a regular basis in staff meetings and in on-on-one conversations between teachers are also important parts of creating a culture of literacy among professionals, as we have meaningful discussions in which ideas are shared and problems are resolved in our daily interactions. The goal is for the literacy of our students to become a routine part of our interpersonal conversations.
4. The Florida Standards Assessment, DAR, learning style assessments, and reading inventory survey results will be shared at case review and other staff meetings. This will primarily be the responsibility of ELA teachers but would also include other staff members having this information and sharing it with the triad team.
5. We believe that students and their parents/guardians play an important role in the success of the literacy Plan. Therefore, ELA teachers will have one-on-one conferences with students at least twice a quarter regarding their progress of literacy goals. Parents/guardians will also know how their student is doing in the area of literacy through weekly summaries that are sent home by advisors, quarterly meetings with teachers, phone calls, emails, or parent meetings as needed. Triad will host at least 2 Literacy Nights for parent and students throughout the school year to provide opportunities for additional information on literacy.

Action Step #3

To promote the literacy across the contents by sharing effective literacy strategies, the following four strategies we agreed to the the one Triad will regularly use this year is all classes.

1. Close Reading
2. KWL Chart
3. RAFT, Journal, and Essay Writing
4. Two-Column Cornell Notes

While an intentional focus will be on the above mentioned four strategies in all classes this year, other strategies or graphic organizers should used in classes as well. A few that the Literacy Team feels

worthy of mentioning are: QAR, Quick Writes, Readers' Theater, Choral Reading, Visualization, Text Connections, Self-Questioning, Flexible Reading, SQ3R, Venn Diagrams, Philosophical Chairs, and Summarizing.

Action Step # 4

In order to choose high-interest, complex text to meet the academic needs of our students, resources were identified to be used regularly in classes.

Action step # 5

Teachers will target striving readers and writers in classroom instruction by knowing the reading levels of students and by planning appropriate lessons that address the specific needs of these students not on level in reading and/or writing. Teachers will also work in conjunction with advisors to make certain that these students are participating in weekly after-school tutoring specifically designed to add additional support, instruction and practice for these students (Level 1 and 2 FCAT readers)

Action step #6

In order to increase reading, writing, critical thinking, and speaking and listening skills of all students at Triad, all teachers will initiate text-based discussions and ask text-dependent questions that require students to find and cite support for their answers within the text and then share these responses in discussions or on assessments. This will require teachers to plan higher-level questions into their lessons using question stems and sentence/statement starters/frames. Teachers will also require students to support their answers through identifying specific paragraphs or sentences or quotes within the text that they use to answer questions or form opinions. Teachers will facilitate an increase in opportunities to discuss texts through strategies and structures, such as Kagan (Think-Pair-Share, Rally Robin, Jot Thoughts, Round table Consensus) and other cooperative learning methods, and students will become more active in their own learning and reading/writing processes.

D. Public and Collaborative Teaching

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

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

Teachers are provided opportunity for developing positive working relationship as well as collaborative planning and instruction during Case Review meetings (2.5 hours each Thursday after the regular school day). Professional Days also provide opportunities for collaboration.

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

1. Professional Development Opportunities: Administration
2. Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs: Administration.
3. Provide curriculum resources as needed: Administration

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

Katherine Lynn is the SCIP trainer for mentoring 1st year teachers and teachers new to the Sarasota County School District.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Triad utilizes the District approved Instructional Focus Guide/Pacing maps to guide instruction in the classroom. These guides are correlated to Florida DOE standards for instructional programs. Staff utilizes county approved curriculum resources in all subject areas. Teachers will:

1. Teach Close Reading strategies through the content area
2. Teach Writing strategies across the curriculum
3. Deliver individual enrichment or intensive instruction daily for struggling students
4. Deliver daily, differentiated instruction in reading, writing, math, science and social studies
5. Incorporate math problem solving strategies to develop higher order thinking

Triad follows the districts' assessment calendar for Reading, Math, Science, Social Science and Writing. Students are assessed using district benchmark assessments and formal and informal teacher assessments.

b. Instructional Strategies

1. 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 school uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students. The school utilizes the district-wide benchmark assessments to summarize data for students.

Students who score below competency level in reading and/or math are placed in Intensive courses to remediate basic skills and to provide additional instruction time for Core courses. Level 1 students are scheduled for extended school day tutoring.

2. 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 Day**Minutes added to school year:** 2,160

The extended school day program provides students with the opportunity to obtain additional instruction from on-staff teachers in Core Academic Subjects and targets students who are below proficiency levels or are in need of additional time or instruction in order to complete an assignment. The extended school day program also provides extended time for enrichment activities such as the Steel Drum Band.

Strategy Rationale

The strategy rationale is to provide additional instructional time to meet the individual needs of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steele, Derrek, derrek.steele@sarasotacountyschools.net

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

Data is collected from the results of Benchmark testing, formal and informal assessments, EOC and FCAT/FSA to determine student progress.

Strategy: Summer Program**Minutes added to school year:** 7,200

The summer program provides students with the opportunity to:

1. complete coursework and earn a final grade in a Core course that was not completed during the regular school year;
2. Retake a Core course that was previously failed.
3. Obtain additional Core course credit for students in need of credit retrieval.
4. Be promoted to the next grade level instead of being retained.

Strategy Rationale

To provide additional instructional time for students to complete Core course work.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steele, Derrek, derrek.steele@sarasotacountyschools.net

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

Number of students that complete coursework for credit recovery with a passing grade.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Generally, students are assigned to Triad for 2 semesters and then transition to back to District Schools.

Triad provides credit retrieval opportunities for students who have fallen behind their cohort. Students are also encouraged to enroll in Florida Virtual School to earn additional credits to those earned during the school day. Summer session is provided as an additional opportunity for credit retrieval.

For students who have earned the credits required to stay on level with their cohort, Triad provides course scheduling that will continue progress to the next level.

b. College and Career Readiness

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

Due to low enrollment at our school, course offerings are limited to core academic course with on elective period offering the courses in Personal, School and Career Development and Critical Thinking. For additional courses, students are encouraged to enroll in Sarasota Virtual Academy, Florida Virtual School, the local technical program, and to participate in summer programs such as those offered by Ringling School of Art and Design. The program partners with Y Achievers, Y Mentors, Big Brothers/Big Sisters in order to provide support and guidance in preparation for college. The program conducts a Career Day each semester that provides students with the opportunity to talk with college counselors and professionals in various career fields.

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

The program conducts a Career Day each semester that provides students with the opportunity to talk to representatives from the local technical education institute, schedule appointments with enrollment counselors, and submit applications for enrollment.

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

Opportunities for integrating career and technical education are provided to the students at their District School.

4. 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.

Students who do not achieve passing scores on PERT assessments are placed in College Readiness courses for Math and English.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

NA

B. 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.

NA

C. Strategic Goals

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.** Parent Involvement- By year 2017, the school will increase parent involvement to 25 %
- G2.** By the year 2017, a minimum of 18% of students will score at achievement Level 3 or higher for Reading/Writing.
- G3.** By the year 2017, 22% of Middle School students will score at Achievement Level 3 or above in Math, 18% will score at Achievement level 3 or higher on Algebra EOC, 13% will score at Achievement Level 3 or above on Geometry EOC.

Strategic Goals Detail

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

G1. Parent Involvement- By year 2017, the school will increase parent involvement to 25 % 1a

 G085473

Targets Supported 1b

| Indicator | Annual Target |
|------------------------|---------------|
| District Parent Survey | 25.0 |

Targeted Barriers to Achieving the Goal 3

- Parents view the program as a punitive environment for their students initially. Parents may have transportation and childcare issues. Work schedules may conflict with attending parenting programs. Parents appear to be discouraged and lack motivation to be involved in the academic progress of their child.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Current Parent Involvement group Access to PALS/ fingerprinting and background check Paraprofessionals send weekly progress reports to parents to communicate student progress from an academic and behavior standpoint. Scheduled Title 1 meetings, Orientation , Literacy Nights and parent teacher conferences bi-annually. Licensed mental health counselors can offer parenting classes. Parents are invited to participate in Sarasota Y sponsored activities throughout the year Support from the YMCA - Youth and Family Service division Y-Mentor program, Family Management Services and Schoolhouse Link provide services to families

Plan to Monitor Progress Toward G1. 8

Increase attendance at events offered by the school throughout the year to promote a positive collaborative environment.

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Parent sign-in sheets from Parent-Teacher conferences and parent-oriented program events.
District Climate Surveys

G2. By the year 2017, a minimum of 18% of students will score at achievement Level 3 or higher for Reading/Writing. 1a

G085474

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | |

Targeted Barriers to Achieving the Goal 3

- As of 8/22/16, 87% of students were below proficiency level in reading/writing 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Low staff/student ratio. Paraprofessionals are partnered with teachers in most classrooms to assist in classroom management. All teachers are in-field and highly qualified and 78% are certified in ESE. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling. Supplemental reading resources include SCOPE/Scholastic Magazines and Take 10 curriculum.

Plan to Monitor Progress Toward G2. 8

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. DAR testing will be used to identify individual student needs and develop focus lessons. The Literacy Plan will be incorporated across the curriculum. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person Responsible

Derrek Steele

Schedule

Quarterly, from 10/17/2016 to 6/30/2017

Evidence of Completion

Student Progress Reports, Report Cards, DAR testing and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.

G3. By the year 2017, 22% of Middle School students will score at Achievement Level 3 or above in Math, 18% will score at Achievement level 3 or higher on Algebra EOC, 13% will score at Achievement Level 3 or above on Geometry EOC. **1a**

G085475

Targets Supported **1b**

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Math Achievement District Assessment

Targeted Barriers to Achieving the Goal **3**

- As of 8/22/16, 78% of Middle School students are below proficiency in Math. 87% of students are below proficiency in Algebra 1 EOC 92% of students are below proficiency in Geometry EOC. 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Low Staff to Student Ratio. Extended Learning Time at end of school day for tutoring or homework assistance. 9 teachers available for Extended Learning Time. Paraprofessionals in the majority of classrooms to support classroom management. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling.

Plan to Monitor Progress Toward G3. **8**

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. Benchmark testing will be utilized to assess areas of deficiencies. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person Responsible

Anthony Graham

Schedule

Quarterly, from 9/6/2016 to 6/30/2017

Evidence of Completion

Student Progress Reports, Benchmark, EOC and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.

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. Parent Involvement- By year 2017, the school will increase parent involvement to 25 % **1**

 G085473

G1.B1 Parents view the program as a punitive environment for their students initially. Parents may have transportation and childcare issues. Work schedules may conflict with attending parenting programs. Parents appear to be discouraged and lack motivation to be involved in the academic progress of their child. **2**

 B227302

G1.B1.S1 Create a welcoming and supporting environment during the initial meeting with student and parents. **4**

 S239812

Strategy Rationale

Parents who have a positive relationship with the school will be more inclined to partner with the school in decisions related to the student

Action Step 1 **5**

Maintain a banner in the main hallway that welcomes families

Person Responsible

Heather McInnes

Schedule

On 6/30/2017

Evidence of Completion

Photograph banner

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

Maintain cleanliness and functionality of banner

Person Responsible

Heather McInnes

Schedule

On 6/2/2017

Evidence of Completion

Schedule cleaning of banner

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

Improved parent participation at events

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Climate surveys and parent feedback

G1.B1.S2 Emphasize the opportunity for personal growth and educational success. 4

S239813

Strategy Rationale

Parents feel encouraged about the child's opportunity for educational success.

Action Step 1 5

Review program highlights that promote positive student growth and academic success

Person Responsible

Derrek Steele

Schedule

Daily, from 8/1/2016 to 8/31/2017

Evidence of Completion

Scheduled student intake meetings

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

Student enrollment meetings

Person Responsible

Derrek Steele

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Presentation of materials of student handbook and calendar that explains academic awards ceremonies and student ceremonies of successful completion of the program.

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

Increase in the number of students successfully completing the program

Person Responsible

Derrek Steele

Schedule

Semiannually, from 1/13/2017 to 6/2/2017

Evidence of Completion

Certificates of completion

G1.B1.S3 Schedule parent involvement will be offered at varying times to accommodate work schedules and child care barriers. 4

 S239814

Strategy Rationale

Childcare and time related barriers will be reduced.

Action Step 1 5

Create flyers, utilize marquee, make reminder phone calls, provide refreshments and allow access to uniform and school supplies when requested

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Parent sign in sheets

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

Delivery of created materials

Person Responsible

Heather McInnes

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Documentation into weekly progress reports sent home by advisors

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

Increased parent participation

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Activity sign-in sheets

G1.B1.S4 Provide SCAT passes for parent who lack transportation 4

S239815

Strategy Rationale

Transportation barriers will be reduced.

Action Step 1 5

Provide SCAT passes to parents upon request

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

SCAT pass log

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Improved parent attendance at school functions

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

Evidence of Completion

SCAT pass issuance logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Increased parent participation

Person Responsible

Heather McInnes

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Activity sign-in sheets

G2. By the year 2017, a minimum of 18% of students will score at achievement Level 3 or higher for Reading/Writing. 1

 G085474

G2.B1 As of 8/22/16, 87% of students were below proficiency level in reading/writing 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort. 2

 B227303

G2.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change. 4

 S239816

Strategy Rationale

Creating this environment will allow students to seek help when needed without judgement from others and reduce the likelihood of behaviors interfering with learning.

Action Step 1 5

Social Black Belt curriculum

Person Responsible

Heather McInnes

Schedule

On 8/10/2016

Evidence of Completion

observation during classroom walkthroughs

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

Improved student behavior

Person Responsible

Heather McInnes

Schedule

Monthly, from 9/26/2016 to 6/30/2017

Evidence of Completion

Student point cards

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

Number of students successfully completing the program

Person Responsible

Derrek Steele

Schedule

Semiannually, from 1/13/2017 to 6/30/2017

Evidence of Completion

Student Certificates of Successful Completion and Transition Report

G2.B1.S2 Motivate students to improve performance (attendance, behavior, engagement in learning).

4

S239817

Strategy Rationale

Reward of positive performance will increase self-esteem and in turn the hope of students to become intrinsically motivated to do better for themselves.

Action Step 1 5

Individual and group counseling

Person Responsible

Sally Pearson

Schedule

Weekly, from 9/1/2016 to 6/30/2017

Evidence of Completion

Counselor progress notes and student sign in sheets

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

Improved attendance rate, reduced discipline rate, graduation engagement, learning gains

Person Responsible

Heather McInnes

Schedule

Quarterly, from 9/12/2016 to 6/30/2017

Evidence of Completion

Review of Weekly Program reports sent home to parents, file audits

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

Embed the strategies and skills needed to provide students with “resources” that are essential to success

Person Responsible

Heather McInnes

Schedule

Monthly, from 2/1/2017 to 6/30/2017

Evidence of Completion

Case Staffing Notes

G2.B1.S3 For students below reading competency, provide individual and small group instruction during the regular school day and the extended school day. 4

 S239818

Strategy Rationale

Students below reading competency will make learning gains when provided individual and small group instruction and extended learning time.

Action Step 1 5

LA Teacher will provide individual and small group instruction to students below reading competency.

Person Responsible

Kara Decato-Flaherty

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans and student sign-in sheets.

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

Review lesson plans and student sign-in sheets.

Person Responsible

Derrek Steele

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Lesson plans and student sign-in sheets.

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

Reading learning gains

Person Responsible

Kara Decato-Flaherty

Schedule

Weekly, from 9/6/2016 to 6/30/2017

Evidence of Completion

Assignment, quiz, test and benchmark scores

G2.B1.S4 Supplement instruction with Scholastic and SCOPE magazines 4

S239819

Strategy Rationale

Scholastic and SCOPE magazines target reading competencies.

Action Step 1 5

Supplement reading instruction with Scholastic and SCOPE magazines

Person Responsible

Kara Decato-Flaherty

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Lesson Plans

Person Responsible

Therese Guinther

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Implementing vendor-created plans into teacher plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Reading learning gains

Person Responsible

Derrek Steele

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Vendor based assignments

G2.B1.S5 Facilitate Group Study to improve academic strategies and structured learning. 4

 S239820

Strategy Rationale

Improved academic strategies and structured learning will promote learning gains.

Action Step 1 5

Group collaboration with assistance from behavior intervention specialists

Person Responsible

Heather McInnes

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Results from assignments, quizzes and tests

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Lesson Plans

Person Responsible

Therese Guinther

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Structure of group-based assignments

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Reading Learning Gains

Person Responsible

Derrek Steele

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Weekly assignments, quizzes, tests and benchmarks

G2.B1.S6 Utilize instructional strategies to maximize the potential for learning gains in language arts/reading courses **4**

 S239821

Strategy Rationale

Identifying the varying learning types of students will help promote academic success.

Action Step 1 **5**

PRIDE - Teaching for Success

Person Responsible

katherine Lynn

Schedule

Weekly, from 11/14/2016 to 2/24/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S6 **6**

Variation of instruction in LA/reading courses

Person Responsible

Derrek Steele

Schedule

Daily, from 8/22/2016 to 5/29/2017

Evidence of Completion

Classroom walkthroughs, informal and formal observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Reading learning gains

Person Responsible

Derrek Steele

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Benchmark, EOC and FCAT/FSA scores. Grade reports

G3. By the year 2017, 22% of Middle School students will score at Achievement Level 3 or above in Math, 18% will score at Achievement level 3 or higher on Algebra EOC, 13% will score at Achievement Level 3 or above on Geometry EOC. 1

G085475

G3.B1 As of 8/22/16, 78% of Middle School students are below proficiency in Math. 87% of students are below proficiency in Algebra 1 EOC 92% of students are below proficiency in Geometry EOC. 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort. 2

B227304

G3.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for students to make positive changes. 4

S239822

Strategy Rationale

Creating this environment will allow students to seek help when needed without judgement from others and reduce the likelihood of behaviors interfering with learning.

Action Step 1 5

Social Black Belt Curriculum

Person Responsible

Heather McInnes

Schedule

On 8/10/2016

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, School Signage

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

Improved student behavior

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Student point cards

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

Number of students successfully completing the program

Person Responsible

Anthony Graham

Schedule

Semiannually, from 1/13/2017 to 6/2/2017

Evidence of Completion

Student Certificates of Successful Completion

G3.B1.S2 Utilize instructional strategies to maximize the potential for learning gains in math courses. 4

 S239823

Strategy Rationale

Identifying the varying learning types of students will help promote academic success.

Action Step 1 5

PRIDE-Teaching For Success

Person Responsible

katherine Lynn

Schedule

Weekly, from 11/14/2016 to 2/24/2017

Evidence of Completion

Certificates of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Variation of instruction in math courses

Person Responsible

Anthony Graham

Schedule

Daily, from 8/22/2016 to 5/29/2017

Evidence of Completion

Classroom walkthroughs, informal and formal observations

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

Math learning gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Benchmark, EOC and FCAT/FSA scores, Grade reports

G3.B1.S3 Motivate students to improve performance (attendance, behavior, engagement in learning) 4

S239824

Strategy Rationale

Reward of positive performance will increase self-esteem and in turn the hope of students to become intrinsically motivated to do better for themselves.

Action Step 1 5

Individual and Group counseling

Person Responsible

Leah Schneider

Schedule

Weekly, from 9/1/2016 to 6/30/2017

Evidence of Completion

Counselor progress notes and student sign in sheets

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

Improved attendance rate, reduced discipline rate, graduation engagement, learning gains

Person Responsible

Anthony Graham

Schedule

On 6/5/2017

Evidence of Completion

End of Year report

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

Monthly reports

Person Responsible

Anthony Graham

Schedule

On 6/5/2017

Evidence of Completion

End of Year reports

G3.B1.S4 For students below math competency, provide individual and small group instruction during the regular school day and the extended school day, 4

 S239825

Strategy Rationale

Students below math competency will make learning gains when provided individual and small group instruction and extended learning time.

Action Step 1 5

Math teacher will provide individual and small group instruction for students below math competency

Person Responsible

Caroline Cornelius

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans and student sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Review lesson plans and sign in sheets.

Person Responsible

Derrek Steele

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Lesson plans and student sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Math learning gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 9/6/2016 to 6/30/2017

Evidence of Completion

Assignment, quiz, test and benchmark scores

G3.B1.S5 Supplement instruction with Scholastic and SCOPE Magazines 4

S239826

Strategy Rationale

Scholastic and SCOPE Magazines target competencies

Action Step 1 5

Supplement math instruction with Scholastic and SCOPE

Person Responsible

Caroline Cornelius

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Lesson plans

Person Responsible

Caroline Cornelius

Schedule

Monthly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Implementing vendor-created plans into teacher plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Math learning gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Vendor based assignments

G3.B1.S6 Facilitate group study to improve academic strategies and opportunities for structured learning. 4

 S239827

Strategy Rationale

Improved academic strategies and structured will promote learning gains.

Action Step 1 5

Group collaboration with assistance from behavior intervention specialists

Person Responsible

Anthony Graham

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Results from assignments, quizzes and tests

Plan to Monitor Fidelity of Implementation of G3.B1.S6 6

Lesson Plans

Person Responsible

Caroline Cornelius

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Structure of group-based assignments

Plan to Monitor Effectiveness of Implementation of G3.B1.S6 7

Math Learning Gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Weekly assignments, quizzes, tests and benchmarks

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|---|-----------------------|
| 2017 | | | | | |
| G2.B1.S1.A1 A310522 | Social Black Belt curriculum | McInnes, Heather | 8/10/2016 | observation during classroom walkthroughs | 8/10/2016 one-time |
| G3.B1.S1.A1 A310528 | Social Black Belt Curriculum | McInnes, Heather | 8/10/2016 | Lesson Plans, Classroom Walkthroughs, School Signage | 8/10/2016 one-time |
| G3.B1.S2.A1 A310529 | PRIDE-Teaching For Success | Lynn, katherine | 11/14/2016 | Certificates of Completion | 2/24/2017 weekly |
| G2.B1.S6.A1 A310527 | PRIDE - Teaching for Success | Lynn, katherine | 11/14/2016 | | 2/24/2017 weekly |
| G3.B1.S1.MA1 M318295 | Improved student behavior | Graham, Anthony | 8/22/2016 | Student point cards | 5/29/2017 weekly |
| G3.B1.S2.MA1 M318297 | Variation of instruction in math courses | Graham, Anthony | 8/22/2016 | Classroom walkthroughs, informal and formal observations | 5/29/2017 daily |
| G1.B1.S3.MA1 M318277 | Delivery of created materials | McInnes, Heather | 8/29/2016 | Documentation into weekly progress reports sent home by advisors | 5/29/2017 weekly |
| G1.B1.S4.MA1 M318278 | Increased parent participation | McInnes, Heather | 8/22/2016 | Activity sign-in sheets | 5/29/2017 quarterly |
| G1.B1.S4.MA1 M318279 | Improved parent attendance at school functions | McInnes, Heather | 8/22/2016 | SCAT pass issuance logs | 5/29/2017 quarterly |
| G2.B1.S4.MA1 M318287 | Reading learning gains | Steele, Derrek | 8/22/2016 | Vendor based assignments | 5/29/2017 monthly |
| G2.B1.S4.MA1 M318288 | Lesson Plans | Guinther, Therese | 8/22/2016 | Implementing vendor-created plans into teacher plans | 5/29/2017 monthly |
| G2.B1.S5.MA1 M318289 | Reading Learning Gains | Steele, Derrek | 8/22/2016 | Weekly assignments, quizzes, tests and benchmarks | 5/29/2017 weekly |
| G2.B1.S5.MA1 M318290 | Lesson Plans | Guinther, Therese | 8/22/2016 | Structure of group-based assignments | 5/29/2017 weekly |
| G2.B1.S6.MA1 M318291 | Reading learning gains | Steele, Derrek | 8/22/2016 | Benchmark, EOC and FCAT/FSA scores. Grade reports | 5/29/2017 weekly |
| G2.B1.S6.MA1 M318292 | Variation of instruction in LA/reading courses | Steele, Derrek | 8/22/2016 | Classroom walkthroughs, informal and formal observations | 5/29/2017 daily |
| G3.B1.S2.MA1 M318296 | Math learning gains | Graham, Anthony | 8/22/2016 | Benchmark, EOC and FCAT/FSA scores, Grade reports | 5/30/2017 weekly |
| G3.B1.S5.MA1 M318303 | Lesson plans | Cornelius, Caroline | 9/6/2016 | Implementing vendor-created plans into teacher plans | 5/30/2017 monthly |
| G1.B1.S1.MA1 M318272 | Improved parent participation at events | McInnes, Heather | 8/22/2016 | Climate surveys and parent feedback | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M318273 | Maintain cleanliness and functionality of banner | McInnes, Heather | 8/22/2016 | Schedule cleaning of banner | 6/2/2017 one-time |
| G3.B1.S1.MA1 M318294 | Number of students successfully completing the program | Graham, Anthony | 1/13/2017 | Student Certificates of Successful Completion | 6/2/2017 semiannually |
| G1.B1.S2.MA1 M318274 | Increase in the number of students successfully completing the program | Steele, Derrek | 1/13/2017 | Certificates of completion | 6/2/2017 semiannually |
| G1.B1.S2.MA1 M318275 | Student enrollment meetings | Steele, Derrek | 8/22/2016 | Presentation of materials of student handbook and calendar that explains academic awards ceremonies and | 6/2/2017 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------------|-------------------------------|---|------------------------|
| | | | | student ceremonies of successful completion of the program. | |
| G1.B1.S3.MA1 M318276 | Increased parent participation | McInnes, Heather | 8/22/2016 | Activity sign-in sheets | 6/2/2017 quarterly |
| G2.B1.S3.MA1 M318286 | Review lesson plans and student sign-in sheets. | Steele, Derrek | 10/3/2016 | Lesson plans and student sign-in sheets. | 6/2/2017 monthly |
| G2.B1.S3.A1 A310524 | LA Teacher will provide individual and small group instruction to students below reading competency. | Decato-Flaherty, Kara | 8/22/2016 | Lesson Plans and student sign-in sheets. | 6/2/2017 daily |
| G2.B1.S4.A1 A310525 | Supplement reading instruction with Scholastic and SCOPE magazines | Decato-Flaherty, Kara | 9/6/2016 | Lesson plans | 6/2/2017 weekly |
| G3.B1.S4.MA1 M318301 | Review lesson plans and sign in sheets. | Steele, Derrek | 10/3/2016 | Lesson plans and student sign in sheets | 6/2/2017 monthly |
| G3.B1.S4.A1 A310531 | Math teacher will provide individual and small group instruction for students below math competency | Cornelius, Caroline | 8/29/2016 | Lesson plans and student sign in sheets | 6/2/2017 daily |
| G2.B1.S5.A1 A310526 | Group collaboration with assistance from behavior intervention specialists | McInnes, Heather | 8/1/2016 | Results from assignments, quizzes and tests | 6/2/2017 daily |
| G3.B1.S5.MA1 M318302 | Math learning gains | Graham, Anthony | 8/29/2016 | Vendor based assignments | 6/2/2017 weekly |
| G3.B1.S5.A1 A310532 | Supplement math instruction with Scholastic and SCOPE | Cornelius, Caroline | 9/1/2016 | Lesson plans | 6/2/2017 monthly |
| G3.B1.S6.MA1 M318304 | Math Learning Gains | Graham, Anthony | 8/22/2016 | Weekly assignments, quizzes, tests and benchmarks | 6/2/2017 weekly |
| G3.B1.S6.MA1 M318305 | Lesson Plans | Cornelius, Caroline | 8/22/2016 | Structure of group-based assignments | 6/2/2017 weekly |
| G3.B1.S6.A1 A310533 | Group collaboration with assistance from behavior intervention specialists | Graham, Anthony | 8/22/2016 | Results from assignments, quizzes and tests | 6/2/2017 daily |
| G3.B1.S3.MA1 M318298 | Monthly reports | Graham, Anthony | 6/5/2017 | End of Year reports | 6/5/2017 one-time |
| G3.B1.S3.MA1 M318299 | Improved attendance rate, reduced discipline rate, graduation engagement, learning gains | Graham, Anthony | 6/5/2017 | End of Year report | 6/5/2017 one-time |
| G1.MA1 M318280 | Increase attendance at events offered by the school throughout the year to promote a positive... | McInnes, Heather | 8/22/2016 | Parent sign-in sheets from Parent-Teacher conferences and parent-oriented program events. District Climate Surveys | 6/30/2017 quarterly |
| G2.MA1 M318293 | An Individual Service Plan will be developed for each student. Extended school day will be... | Steele, Derrek | 10/17/2016 | Student Progress Reports, Report Cards, DAR testing and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs. | 6/30/2017 quarterly |
| G3.MA1 M318306 | An Individual Service Plan will be developed for each student. Extended school day will be... | Graham, Anthony | 9/6/2016 | Student Progress Reports, Benchmark, EOC and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs. | 6/30/2017 quarterly |
| G1.B1.S1.A1 A310518 | Maintain a banner in the main hallway that welcomes families | McInnes, Heather | 8/1/2016 | Photograph banner | 6/30/2017 one-time |
| G2.B1.S1.MA1 M318281 | Number of students successfully completing the program | Steele, Derrek | 1/13/2017 | Student Certificates of Successful Completion and Transition Report | 6/30/2017 semiannually |
| G2.B1.S1.MA1 M318282 | Improved student behavior | McInnes, Heather | 9/26/2016 | Student point cards | 6/30/2017 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------------|-------------------------------|--|------------------------|
| G2.B1.S2.MA1 M318283 | Embed the strategies and skills needed to provide students with "resources" that are essential to... | McInnes, Heather | 2/1/2017 | Case Staffing Notes | 6/30/2017 monthly |
| G2.B1.S2.MA1 M318284 | Improved attendance rate, reduced discipline rate, graduation engagement, learning gains | McInnes, Heather | 9/12/2016 | Review of Weekly Program reports sent home to parents, file audits | 6/30/2017 quarterly |
| G2.B1.S2.A1 A310523 | Individual and group counseling | Pearson, Sally | 9/1/2016 | Counselor progress notes and student sign in sheets | 6/30/2017 weekly |
| G1.B1.S3.A1 A310520 | Create flyers, utilize marquee, make reminder phone calls, provide refreshments and allow access to... | McInnes, Heather | 8/1/2016 | Parent sign in sheets | 6/30/2017 quarterly |
| G2.B1.S3.MA1 M318285 | Reading learning gains | Decato-Flaherty, Kara | 9/6/2016 | Assignment, quiz, test and benchmark scores | 6/30/2017 weekly |
| G3.B1.S3.A1 A310530 | Individual and Group counseling | Schneider, Leah | 9/1/2016 | Counselor progress notes and student sign in sheets | 6/30/2017 weekly |
| G1.B1.S4.A1 A310521 | Provide SCAT passes to parents upon request | McInnes, Heather | 8/1/2016 | SCAT pass log | 6/30/2017 quarterly |
| G3.B1.S4.MA1 M318300 | Math learning gains | Graham, Anthony | 9/6/2016 | Assignment, quiz, test and benchmark scores | 6/30/2017 weekly |
| G1.B1.S2.A1 A310519 | Review program highlights that promote positive student growth and academic success | Steele, Derrek | 8/1/2016 | Scheduled student intake meetings | 8/31/2017 daily |

V. Professional Development Opportunities

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

G2. By the year 2017, a minimum of 18% of students will score at achievement Level 3 or higher for Reading/Writing.

G2.B1 As of 8/22/16, 87% of students were below proficiency level in reading/writing 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G2.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change.

PD Opportunity 1

Social Black Belt curriculum

Facilitator

Susan Cortman, Trainer

Participants

1 who trained 25 and will do follow-up training periodically

Schedule

On 8/10/2016

G2.B1.S6 Utilize instructional strategies to maximize the potential for learning gains in language arts/reading courses

PD Opportunity 1

PRIDE - Teaching for Success

Facilitator

Katherine Lynn - SCIP Mentor

Participants

Teachers (when necessary)

Schedule

Weekly, from 11/14/2016 to 2/24/2017

G3. By the year 2017, 22% of Middle School students will score at Achievement Level 3 or above in Math, 18% will score at Achievement level 3 or higher on Algebra EOC, 13% will score at Achievement Level 3 or above on Geometry EOC.

G3.B1 As of 8/22/16, 78% of Middle School students are below proficiency in Math. 87% of students are below proficiency in Algebra 1 EOC 92% of students are below proficiency in Geometry EOC. 53% of students are designated ESE, ESOL or have a 504 plan. 81% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G3.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for students to make positive changes.

PD Opportunity 1

Social Black Belt Curriculum

Facilitator

Susan Cortman, Facilitator

Participants

1 who trained 25 and will follow-up periodically

Schedule

On 8/10/2016

G3.B1.S2 Utilize instructional strategies to maximize the potential for learning gains in math courses.

PD Opportunity 1

PRIDE-Teaching For Success

Facilitator

Katherine Lynn- Triad SCIP mentor

Participants

Teachers (when necessary)

Schedule

Weekly, from 11/14/2016 to 2/24/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--|--------------------|---|---------------|-----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Maintain a banner in the main hallway that welcomes families | | | | \$0.00 |
| 2 | G1.B1.S2.A1 | Review program highlights that promote positive student growth and academic success | | | | \$0.00 |
| 3 | G1.B1.S3.A1 | Create flyers, utilize marquee, make reminder phone calls, provide refreshments and allow access to uniform and school supplies when requested | | | | \$1,059.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$1,059.00 |
| <i>Notes: 2015-2016 \$900.00</i> | | | | | | |
| 4 | G1.B1.S4.A1 | Provide SCAT passes to parents upon request | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| <i>Notes: 2015-2016 \$159.00</i> | | | | | | |
| 5 | G2.B1.S1.A1 | Social Black Belt curriculum | | | | \$1,362.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$1,362.50 |
| <i>Notes: 2016-17 \$2,725 was split between each goal to get the budget line amount</i> | | | | | | |
| 6 | G2.B1.S2.A1 | Individual and group counseling | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$5,000.00 |
| <i>Notes: 2016-2017 \$5,000 for each of the two goals for a total amount of \$10,000</i> | | | | | | |
| 7 | G2.B1.S3.A1 | LA Teacher will provide individual and small group instruction to students below reading competency. | | | | \$33,581.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$33,581.00 |
| <i>Notes: 2015-2016 \$36,559 budgeted amount</i> | | | | | | |
| 8 | G2.B1.S4.A1 | Supplement reading instruction with Scholastic and SCOPE magazines | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$1,000.00 |

| | | | | | | |
|-----------|--------------------|--|---------------|-----------------|---------------|--|
| | | | | | | Notes: 2015-2016 \$1000.00 |
| 9 | G2.B1.S5.A1 | Group collaboration with assistance from behavior intervention specialists | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$0.00 |
| | | | | | | Notes: 2015-2016 \$1000.00 |
| 10 | G2.B1.S6.A1 | PRIDE - Teaching for Success | | | | \$0.00 |
| 11 | G3.B1.S1.A1 | Social Black Belt Curriculum | | | | \$1,362.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$1,362.50 |
| | | | | | | Notes: 2016-2017 \$2,725 was split between each goal to get the budget line amount |
| 12 | G3.B1.S2.A1 | PRIDE-Teaching For Success | | | | \$0.00 |
| 13 | G3.B1.S3.A1 | Individual and Group counseling | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$5,000.00 |
| | | | | | | Notes: 2016-2017 \$5,000 for each of the two goals for a total amount of \$10,000 |
| 14 | G3.B1.S4.A1 | Math teacher will provide individual and small group instruction for students below math competency | | | | \$32,057.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$32,057.00 |
| | | | | | | Notes: 2015-2016 Budget is \$36,559 |
| 15 | G3.B1.S5.A1 | Supplement math instruction with Scholastic and SCOPE | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0294 - Triad | Title I, Part A | | \$1,000.00 |
| | | | | | | Notes: 2015-2016 \$1000.00 |
| 16 | G3.B1.S6.A1 | Group collaboration with assistance from behavior intervention specialists | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| | | | | | | Notes: 2015-2016 \$500.00 |
| | | | | | Total: | \$81,422.00 |