

Miami-Dade County Public Schools

Stellar Leadership Academy



2016-17 Schoolwide Improvement Plan

Stellar Leadership Academy

7900 NW 27TH AVE # F20, Miami, FL 33147

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School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	99%

School Grades History

Year	2012-13	2011-12
Grade		

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 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 Stellar Leadership Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Stellar Leadership Academy provides a quality, empowering and personalized educational choice options for at risk and under-served students in grades 9-12.

b. Provide the school's vision statement.

To educate, train and inspire our students in a learning environment that models the values of integrity, teamwork, perseverance and personal responsibility, and where respect is the foundation of productive relationships, such that each of our graduates possesses the knowledge and character to meet the challenges of learning, working and living in the 21st Century.

2. School Environment

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

The individual teachers ascertain the cultural and ethnic background of students through classroom and individualized interactions with the students. While data is available regarding student's background, the school respects the self identified background of every student and makes every viable attempt to accommodate and respect all cultures within our student population. The school develops a culture that builds relationships between teachers and students through peer & teacher counseling sessions as well as the through the advisory program which runs throughout each homeroom.

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

The school creates an environment where students feel safe and respected at all times by security being present and vigilant. The faculty and staff practice an open door policy to ensure that students have someone that they are confident will support them and address their concerns with a non-judgmental view while collaborating solutions for problems and concerns. The school establishes a positive and constructive rapport with the student.

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.

Stellar Leadership Academy has a School Wide Discipline policy and plan that is used to provide a school culture that promotes continuing academic progress and growth by holding students to high expectations of behavior. This plan is communicated to all stakeholders in the beginning of the school year and periodically throughout the year. The plan utilizes the progressive disciplinary approach to redirect off task students, minimize distractions and disruptive behavior, decrease tardies and unexcused absences as well as decrease the number of out door suspensions. The primary responsibility for discipline in the classroom is the teacher, who uses the following protocols; 1st offense: Verbal Warnings and student conference, 2nd offense: Parent / Guardian contact and conference, 3rd offense: In house discipline referral which is addressed by the counselor and an administrator.

Teachers are trained in classroom management workshops throughout the summer and during the upcoming school year orientation week. The school uses a proactive approach to discipline; therefore, there are several teacher classroom management best practice professional development days scheduled throughout the school year. Teachers meet collaboratively, in a common planning time, to discuss student behavioral incidents and to determine if some of the same behavior is exhibited in other classes and the frequency for any particular student and possible strategies to better assist students.

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.

Stellar Leadership Academy staff may be the first people to offer a consistent involvement in the lives of our at risk students. This involvement and intervention is accomplished through a team of professionals dedicated to facilitating the success of the individual student. The team consists of the following;

Administrators who provide mentoring and academic guidance, Teachers, Vocational Specialist who assist with life skills and employment opportunities, Family Advocates (social workers and counselors) who are responsible for small group counseling sessions, one to one counseling, family crisis counseling and conflict resolution strategies. The school also has an on site Certified Guidance counselor and two Intervention Specialist who assist in targeted pupil services in conjunction with our ESE Specialist.

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.

The school has an Attendance Review Committee which monitors the daily attendance of all students through a daily attendance tracker. When students reach 3 absences, a phone call and letter is sent out to the student's home. On the 4th absence, the student has to meet with the Attendance Review Committee Advisor to set goals and strategies that would assist the student. If the absences continue, the student is placed on a Attendance Contract which is closely monitored.

The school utilizes the Miami Dade County Public School's Code of Conduct policy along with the school's parent / student handbook. There is a progressive disciplinary plan in place to reduce the number of out door suspensions. The students are first given a warning and parent contact. The next step is mediation and intervention. The next steps include behavior contracts, with a goal setting behavior intervention plan and in door suspensions, before an out door suspension is documented.

Stellar Leadership Academy offers pull out interventions and after school tutorial sessions to assist those students who are in danger of failing a course or are not on target to complete courses in a timely manner. Teachers and students are engaged in bi-weekly data chats that include a summary of targeted course completions.

The school utilizes progress monitoring tools as well as the statewide, district and school based assessments to determine the early warning signs of those students in need of additional services or targeted instructional interventions. The School participates in all required state annual student assessments: Reading, Mathematics, Science, and Writing. Students also participate in the administration of the End of Course Assessments in Algebra 1, Geometry, Biology, and U.S. History. The School administers baseline assessments and periodic assessments throughout the school year,

according to the the school wide assessment calendar. The school also participates in district wide interim assessments to gauge and monitor student learning, progress, and growth.

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	0	0	0	10	19	42	76	147
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	18	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	13	9	27	78	127
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	23	39	81	154
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	14	49	59	44	166

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

Stellar Leadership Academy host open house for meet and greet with parents/guardians which functions as an opportunity to showcase student achievement and reiterate expectations . Teachers at Stellar Leadership are encouraged to hold parent conferences. Teachers/staff make appropriate 3-5 calls to keep parents updated on their child's excessive absences to school. The school has an attendance review committee and students with excessive absences are placed on attendance contracts. The school has parent professional development days to inform parents on how to better assist the students with testing skills. The school has after school tutorial sessions and intervention specialist.

The school wide strategies to improve performance in Reading, Mathematics, Writing, and Science include data disaggregation, instructional focus calendar development and adherence of district pacing guides, differentiated instruction, ongoing formative assessments, daily monitoring, and tutorials and enrichment. The School provides for remedial instruction to students that are performing below grade level through the effective use of a variety of instructional methods that include cooperative groups, teacher directed instruction, and project-based learning. The School engages in individual analyses of student performance and related data upon students being enrolled into the school. This process enables the School to provide an individualized learning plan based on credits required for graduation, as well as performance data to improve student learning and proficiency in reading and mathematics. Once enrolled, the School engages and supports students in this process through articulation, schedule development, and ongoing monitoring through a certified Guidance Counselor. In addition to employing strategies to improve student participation in required state annual student assessments, the School further implements strategies to address the deficiencies in Reading based on the implementation of the District's Comprehension Research-based Reading Plan (CRRP) and engagement of a school based Literacy Leadership Committee; the delivery of targeted group and job-embedded professional development; the systemic collection and use of data; and in-class instructional strategies that include but are not limited to note-taking, highlighting, mapping, in-

class debates, grammar, and research. Lastly, instructional strategies to address the unique learning needs of students, many who are deemed at-risk of dropping out of school or have "underperformed" include scaffolding, inquiry-based learning, information processing strategies, and the use of the rotational instructional model. The use of the rotational model allows the School to address the myriad of learning needs and styles through the integration of direct instruction, technology-based learning, and individual and small group intervention.

The Stellar Leadership Academy offers intensive reading classes for all level 1 students in addition to implementation of Response To Intervention (RTi) in content and core subjects. The school has pull outs that focus on targeted small group learning sessions and incorporate the use of the wireless Ipods and E-tablets to engage the students in the learning process and to build reading fluency, vocabulary and comprehension skills. Students will write informational/expository text focusing on organization patterns. The school uses the credit recovery program on Edgenuity which allows the students to pretest and builds an individualized student learning plan, which is monitored by the Guidance Counselor, Intervention Specialist and the teachers.

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?

No

1. PIP Link

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

2. Description

Stellar Leadership Academy with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- Telephone communication sent from school staff

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- Parent Workshops/Evenings
- Parent Orientation Presentations

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Academic Support
- Curriculum Nights

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.

Both administration and faculty are inclined to reach out to local businesses as well as professionals in the community that can serve as resources for our students. The school utilizes its teachers as liaisons between the students and the community and such relationships can improve the ability of students to obtain gainful employment in the surrounding areas.

Stellar Leadership Academy has sustained a partnership with the Urban League and formed a new partnership with Miami Dade College. Each partnership help the school to reach out to the community through professional developments, workshops, parent outreach programs, social media, advertisements, on site school events, field trips and college tours. The school has developed a Criminal Justice Career Pathway in conjunction with Miami Dade College which will allow the students to finish high school with the AA degree in Criminal Justice. The School has a partnership with the University of Miami Law School, in which law students act in the role of role models and additional support in developing the Criminal Justice Pathway. The school has developed an after school tutorial and Saturday school program with the collaboration of the Urban League which allows the school to utilize all the Study Island and ACT / SAT computer programs at no cost to the school.

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
Chaisson, Angel	Principal
McKay-Chung, Roxanne	Teacher, ESE
Wright, Shawanda	Registrar
Johnson, Erica	Assistant Principal
Hall, Taressa	Dean
Jenoure, Ellis	Teacher, K-12
Davis, Ramone	School Counselor

b. Duties

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

(Leadership Team)

Dr. Angel Chaisson, Principal

The Principal, will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation. The Principal ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. The principal approves and allocate the resources as well as ensure that all SIP planning is completed and properly executed.

Ms. Erica Alexander-Johnson, Interim Assistant Principal

The Assistant Principal, will schedule and facilitate regular RTI and Literacy Team Meetings. She ensures that all members attend the meetings and follows up with progress monitoring of the action steps. She monitors the implementation of the schools Rtl model which is used as a three-tiered approach to interventions in the areas of academics and behavior. He reviews data to determine appropriate interventions. In addition, she ensures that parents are provided sufficient information regarding the reading level of their child and makes recommendations for before / after school intervention sessions.

Dr. Taressa Hall, Intervention Specialist / ESE Specialist

The Intervention Specialist coordinates and facilitates the SST process and SST Intervention Plan. The Intervention Specialist will provide support to the principal to ensure that the instructional personnel successfully implements all Rtl goals as it relates to student achievement, interventions, professional development, and all other school based decisions. The Exceptional Student Education (ESE) Coordinator, participates in student data collection, integrates core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Ms. L. Hubbard, Reading Teacher

The Reading Teacher, provides guidance on 9-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Mr. Ellis Jenoure / Ms. Tynetta Ross, General Education Teachers

The General Education Teacher provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ms. Charmayne Joseph, Guidance Counselor

The Academic Advisor will provide quality services and expertise to link child- serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success, as well as provide academic guidance to students.

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 Leadership team meets bi-weekly on Wednesday with a focus on student achievement and data analysis. At the meeting, we discuss all areas of curriculum and each delegate reports on the latest progress monitoring statistics for their assigned area. After the delegates complete status reporting, we then discuss progress made or lack thereof, and determine what plan of action should be implemented for maintenance and/or improvement. There is constant monitoring of subgroups and all tier students in order to make necessary adjustments. The team also discusses what instructional support will be needed; what professional development will be provided; and what mentoring activities will be beneficial.

The RTI Leadership Team along with EESAC defines, analyzes, implements, monitors, and evaluations the School Improvement Plan, from the beginning. Utilizing the Rtl Problem-Solving process, the Rtl Leadership Team defines the problem by utilizing data in order to determine the problems the school will face in the upcoming year. Upon determining the Problem, the team will

analyze the discrepancies within the data in order to determine the underlining causes. The team is then prepared to develop an intervention plan to implement in the School Improvement Plan. Finally, the RtI Leadership Team monitors the student's response to intervention by reviewing student data and evaluates the effectiveness of the plan. Adjustments to the SIP will be made if necessary to ensure student progress.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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 CCESS (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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Angel Chaisson	Principal
Billy Ball	Student
Chantae Walden	Parent
Dannie McMillon	Business/Community
Ian Bunaio	Teacher
Ian Patterson	Parent
Ingrid Cruzado	Parent
Kelly Hernandez	Business/Community
Roxanne Chung	Teacher
Tamika Pharr	Parent

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 end of last school year, the School Advisory Council reviewed the feedback from the faculty on the end of the year SIP review forms and EOY reports. The SAC used the EOY form to review and evaluate how effective the school was in meeting the goals and made recommendations, based on the AMO data, on how the school could better implement strategies to decrease the barriers that may affect the implementation of the SIP with fidelity, for the upcoming school year. The SAC reviews and analyze each SIP goal and provide feedback and recommendations on how to assist in those areas that are declining. The SAC has discussions at every meeting which pertains to either the status update of the SIP or implementation. The SAC develops mid-year predictions that are used to help create the draft for this year's SIP and are based on the review of the data, student surveys and staff surveys.

It was noted that the Attendance goals showed improvement and the Discipline / Suspension goals showed success. There were improvements on the Math Goals; however, the Reading and Science needed to be revisited.

b. Development of this school improvement plan

The SAC involvement in the development of the school improvement plan were as follows:

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
- Reviewed student performance data and determine achievement gaps.
- Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

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

The School Advisory Council (SAC), reviewed the annual budget and provided feedback as to how funding can be used to help increase student motivation and academic success. The SAC reviewed

the action plan developed by the administrative team which suggested how the distribution of funding would be spent and provided feedback.

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

The projected use of SAC funds include:

Since one of the goals, in the SIP last year, was to increase attendance and decrease suspensions; several evidenced based student incentive programs were put into place to help track student behavior and attendance patterns as well as professional development for students, parents and staff . The portion of the SAC funds, in a total amount of \$1,200.00, were utilized to assist in student incentives. The other portion of the funds, totaling \$200, were used to purchase instructional and intervention supplemental materials for the after school tutorials to assist the teachers in increasing the reading, writing, and mathematics.

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
Chaisson, Angel	Principal
McKay-Chung, Roxanne	Teacher, ESE
Jenoure, Ellis	Teacher, K-12
Johnson, Erica	Assistant Principal
Hall, Taressa	Dean
Wright, Shawanda	Registrar

b. Duties

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

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

The school will hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program. The school will increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students through Edgenuity testing prep software, Reading Plus and the Study Island program.

The school will complete an Assessment/Curriculum Decision Tree to demonstrate how assessment

data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school. A professional development will be held on data analysis based on the results of the Assessment/Curriculum Decision Tree. The administration and intervention specialist will provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice. The Intervention Specialist will help the literacy team to assist in promoting independent reading by providing classroom libraries and utilizing the libraries in pull outs and push in so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).

The Intervention Specialist, Reading Teacher and English Teacher will incorporate writing across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). A CRISS training was done, by administration, during summer professional development and will be monitored throughout the school year.

The use of student assessment data to evaluate the resources needed will be completed to meet the needs of teachers and students. This will include the incorporation of resources in a professional library established for all staff when applicable. Administration will provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.

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.

The faculty at Stellar Leadership Academy (SLA) is more akin to a small nuclear family. Each faculty member has taken on many roles that exceed their superficial title in order to assure the functioning and future of the institution. Monthly faculty meetings as well as constant and instantaneous feedback from electronic sources breeds an environment of duty and responsibility along with cooperation. There are PLC's that meet monthly to help foster a positive working relationship between teachers.

The school's master schedule allows for some teachers to have common planning times. There are common planning times for the Reading, English and Elective teachers to target those students reading below level with interventions as well as a collaborative planning for the teachers. There is a teacher mentor program in place which allows the new teachers to do classroom observations of the veteran teachers. Several class periods utilize a co-teaching model to provide a more productive blended model to the students.

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

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

Recruit:

The school posts on job recruitment websites, such as www.teacher-teacher.com and attends district job and recruitment fairs. The school hosted its own teacher recruitment fair in house and at the Urban League Community Awareness Workshop. The school communicates with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates. The school posted an advertisement on the school's website as well as in the Miami Herald Newspaper / Career

Builder Online.

Retain:

The school provides instructional support to teachers through collaborative planning, modeling, coaching and professional development. The school has an in house mentoring program which allows the new teachers to be paired with a veteran teacher throughout the school year. The novice teacher also has a common planning period with the veteran teacher so that they can collaborate more on lesson planning and strategies that are effective in this type of alternative setting. The teachers are also recommended to the District's MINT program to receive additional professional development. The school provides effective teachers with schools-based leadership opportunities and out of county professional development opportunities.

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

The school currently does not employ any teachers requiring mentoring. However, if any were to be hired the following outlines the school's teacher mentoring plan:

- The mentee will be paired with a mentor with one-to-one mentoring
- Mentoring activities will include, but not limited to the following; Collaborative Planning, Modeling and shadowing with continuous feedback/discussions, and Data coaching.

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.

Administration requires that all faculty members submit weekly lesson plans for review that ensure classroom teaching is aligned with Florida Standards and that the objectives of the core curriculum are being addressed.

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.

Instructors administer baseline assessments to determine individual student needs at the beginning of the school year and use the data in cooperation with the student to determine what aspects of the curriculum should be emphasized or reinforced. Each individual student has their progress tracked by quantitative and qualitative metrics and adjustments are made periodically depending on student progress. Students are tiered based on initial assessment and groups are formed in the classroom in order to provide supplemental attention to the students that require additional attention.

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: After School Program

Minutes added to school year: 3,000

- Create cohesion.
- Enhance the school day.
- Provide support to students who are most in need.
- Compound positive results.
- Contribute to program sustainability.

Strategy Rationale

- The achievement gaps can be addressed through after-school program by providing more focused and individualized instruction and enrichment for struggling students.
- English language learners can obtain additional support through after-school programs and experience more opportunities to learn and use English in an educational setting.
- Students can better retain and even enhance what they are learning in the classroom each day when the afterschool program provides organized enrichment activities that link to the school-day curriculum

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chaisson, Angel, 937051@dadeschools.net

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

Pre- and Post- Tests will be given to students entering the Extended Learning program. Additionally, assessments to "check for understanding" of academic material will be given weekly to determine mastery.

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.

All incoming students are subjected to baseline testing in order to gauge their current strengths and deficits. Based on the data, they are placed in the most appropriate tier and the respective strategy for that tier is employed. Upon departure from SLA, the student will be assessed with a Post-test that can be compared to baseline testing as a comparative tool for readiness to return to a traditional classroom setting.

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.

Stellar Leadership Academy promotes academic and career planning by incorporating the following components in it's educational program through a career/college readiness plan:

1. Individual goal-setting. As part of the student career/college readiness plan, students set short-term

and long-term personal, educational, and career goals.

2. Self awareness and exploration activities. These include assessment instruments and self-reflection activities combined with guided, critical analysis that allow students to identify their personal interests, skills, and values and how these connect to their future plans and decisions.

3. Career awareness, assessment and exploration activities. This work connects the results of the student's self-exploration activities and personal goals with investigation of career clusters, career pathways, and individual occupations that match the student's interests, skills, and values.

This includes examination of:

What are the skills necessary for the occupations?

What kind of educational preparation is necessary, including required high school courses and postsecondary education or training?

What is the earning potential in the occupations?

What does the current and projected labor market information show for the particular occupations?

4. Academic and career planning and management. Once goals have been set and career paths identified, a student's ACP guides his or her college and career ready preparation and decisions.

The SLA should:

- Explicitly connect a student's high school coursework with the education and preparation needed to successfully enter a particular field of interest. The career/college readiness plan for students will include a sequence of courses that satisfies high school graduation requirements while preparing the student for his or her next steps (college entrance, the military, job training, or direct workforce entry). Career and technical education (CTE) play a critical role in expanding access for more students and is emphasized.
- The inclusion of work-based learning opportunities. The student plan will incorporate multiple opportunities for the student to experience actual worksites and connect with people employed in their fields of interest. This can range from guest speakers to job shadows to paid work experiences.
- Connect the student with relevant extra-curricular and community-based learning experiences. The student plan will incorporate community-based learning as well as other extra-curricular activities that provide experience with and exposure to the knowledge, skills, and habits necessary for future success.
- Identify the postsecondary training options available to enter a particular field of interest and create a financial plan to cover costs. The student planning process will help a student determine which postsecondary training options offer the best fit for short and long-term goals, what those options cost, and what funding options are available to cover those costs (family financial planning, scholarship opportunities and requirements, loan options and requirements).

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

The school incorporates college and career readiness by ensuring that students receive the support and guidance they need to make sound decisions regarding life after high school and, Stellar will create a system of college and career advising and provide students with a Individual Career/College Readiness plan as a resource to guide their decisions.

Theory of Action:

If the school has access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Career/College Readiness plan, and when the school implements this system of advising with fidelity (monitor data and

outcomes and subsequently adjust the advising system to best meet the needs of students), then students will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the

opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.

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

Stellar Leadership Academy implements a preparation program that is based on the following four principles:

1. Create and maintain a college going culture
2. Align the core academic program with college readiness standards
3. Teach key self-management skills
4. Prepare students for the complexity of applying to college

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.

In order to improve student readiness for return to traditional public school, the student must demonstrate proficiency in classroom behavior, attendance and academic achievement. The classroom instructor can determine the student's ability to deal with the rigors of public school based on grades and behavior. The school counselor will meet with the students in order to discuss progress at SLA and their determination if the student has met proficiency in the three categories in order to leave SLA and be successful in a public school environment.

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.

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.

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.** Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum.
- G2.** The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure.
- G3.** Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities.
- G4.** Stellar Leadership Academy is a Title 1 school and will adhere to the Parental Involvement Plan (PIP).

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. Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum. 1a

G087582

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	25.0
4-Year Grad Rate (Standard Diploma)	25.0
AMO Math - All Students	
Algebra I EOC Pass Rate	10.0
Geometry EOC Pass Rate	28.0
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
CELLA Reading Proficiency	
Bio I EOC Pass	20.0
CELLA Writing Proficiency	

Targeted Barriers to Achieving the Goal 3

- All students inclusive of sub groups Black and ED did not meet performance standards in Reading and writing.
- CELLA reading, specifically Vocabulary was an area students struggled with due to language barriers. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary
- Students taking the EOC US History assessment lacked research and writing skills and were unable to evaluate research information for the development of ideas, content, and logical organization.
- Students taking the EOC Biology struggled with writing in a variety of informational forms (e.g. summaries, procedures, instructions, experiments, rubrics, science / experimental journals).
- Students taking the EOC Algebra and Geometry lack the motivation to take accurate notes in class, as a learning tool, which would provide the additional and daily practice on Mathematics concepts, process and procedures.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literary Resources: Comprehensive Research-Based Reading Plan, Edge Textbooks, Think Gate, Reading Plus, ELA Pacing Guide, DOK Level Chart, Computer Lab, CPALMS, FSA Item Specifications, Intervention Specialist
- Mathematics Resources: Mathematics Pacing Guides, Item Specifications, GIZMOS, Intervention Specialist
- Science Resources: Science Pacing Guide, NGSSS Item Specifications, Lab Kit, GIZMOS, Edgeunity, Intervention Specialist. District Interim Assessment

Plan to Monitor Progress Toward G1. 8

Administration will review, analyze and debrief about the following;

Formative Assessments: Interim and school-based/classroom assessments

Summative Assessments: 2016 - 2017 Florida Standards Assessments, NGSSS assessments, FCAT

Retakes and EOC test, as well as the CELLA

Person Responsible

Angel Chaisson

Schedule

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

Evidence of Completion

Results from: Formative: Interim and school-based/classroom assessments Summative: 2016 - 2017 Florida Standards Assessments and EOC test, as well as the CELLA

G2. The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure. 1a

G087583

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
Attendance Below 90%	75.0
Truancy Rate	8.0
One or More Suspensions	10.0
Students exhibiting two or more EWS indicators (Total)	50.0
Level 1 - All Grades	64.5

Targeted Barriers to Achieving the Goal 3

- During 2016-2017 school year students with absence below a 90% due to student truancy. Family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Bulletins, Attendance Contracts, Social Worker/Guidance Counselor, Interventionist
- Attendance Bulletins; Behavioral Contracts
- Individualized Student Plans - Course Recovery Plan

Plan to Monitor Progress Toward G2. 8

Review and analysis of:

- Attendance Bulletin
- State-mandated Assessments
- Daily Attendance Tracker and Home visit referral logs

Person Responsible

Shawanda Wright

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Attendance Bulletin; Student performance data, Intervention Logs

G3. Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities. 1a

G087584

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	85.0
4-Year Grad Rate (Standard Diploma)	8.0

Targeted Barriers to Achieving the Goal 3

- During the 2016-2017 school year there was a lack of participation in STEM experiences such as the coordination of structured projects and available resources. There was also a lack in CTE participation due to limited course offerings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- C-PALMS; Florida STEM website; Science Labs; District Interim Assessment

Plan to Monitor Progress Toward G3. 8

Analysis and Debriefing about:

- STEM implementation Rubric and CTE / OJT implementation
- Classroom assessments
- Teacher observations

Person Responsible

Angel Chaisson

Schedule

Quarterly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Data from: • STEM implementation Rubric and CTE / OJT implementation • Classroom assessments • Teacher observations

G4. Stellar Leadership Academy is a Title 1 school and will adhere to the Parental Involvement Plan (PIP).

1a

G087585

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

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. Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum. 1

 G087582

G1.B1 All students inclusive of sub groups Black and ED did not meet performance standards in Reading and writing. 2

 B232808

G1.B1.S1 Students will receive small group instruction to teach strategies in their weakest reporting category to identify key terms and academic vocabulary. 4

 S245753

Strategy Rationale

Students will take ownership of the vocabulary and it will be infused in their writing which will show mastery.

Action Step 1 5

Key Ideas and Details:

Students will use grade level appropriate text that provide opportunities:

- To practice using and identifying details from the passage to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Use graphic organizers to see patterns and summarize the main points.
- To understand how patterns support the main idea, character development, and author's purpose.
- To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text

Vocabulary:

- Students will use a variety of activities working with sets of words that are semantically related.
- Students will use strategies in reference deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
- Practice using context clues to distinguish the correct meaning of words that have multiple meanings.
- Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.
- students will distinguish literal from figurative interpretations
- students will have two opportunities to edit work prior to final submission
- Students will practice editing by focusing on conventions in isolation
- Students will use the peer writing method by implementing (TAG: Tell something you like, Ask questions, Give a suggestion)

Person Responsible

Schedule

Daily, from 10/6/2016 to 6/1/2017

Evidence of Completion

Lesson Plans Notes from Planning Meetings Classroom Walkthroughs and feedback
Teacher Evaluations Interventions Logs Administrative Data Chats

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person Responsible

Angel Chaisson

Schedule

Biweekly, from 10/6/2016 to 6/10/2017

Evidence of Completion

Administrative Data Chats Classroom Walkthroughs and feedback Teacher Evaluations
Planning Meeting Agendas/Notes/Sign-in sheets

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

- Ongoing classroom assessments of targeted skills/benchmark
- Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
- Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Key Ideas and Details and Vocabulary questions are present.

Person Responsible

Erica Johnson


Schedule

Biweekly, from 10/6/2016 to 6/10/2017

Evidence of Completion

Assessment data IFCs Lesson Plans Administrative Data Chats

G1.B2 CELLA reading, specifically Vocabulary was an area students struggled with due to language barriers. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary **2**

 B232809

G1.B2.S1 • Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum. • Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - Use of Cognates - Word Banks/Vocabulary Notebooks - Structural Analysis - Heritage Language/English Dictionary **4**

 S245754

Strategy Rationale

Action Step 1 **5**

- Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis.
- Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. -Students will learn how transitional phrases are effective in writing

Person Responsible

Paris Clark

Schedule

Weekly, from 10/6/2016 to 6/10/2017

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person Responsible

Angel Chaisson

Schedule

Biweekly, from 10/6/2016 to 6/10/2017

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State)
Meeting Agendas/Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

- Consistent monitoring of student progress/data and modifications of instructional plans to meet students’ needs thus leading to improved comprehension of English content

Person Responsible

Angel Chaisson

Schedule

Monthly, from 10/6/2016 to 10/6/2107

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan
IFCs

G1.B3 Students taking the EOC US History assessment lacked research and writing skills and were unable to evaluate research information for the development of ideas, content, and logical organization. **2**

 B232810

G1.B3.S1 • Students will maintain a daily writing journal requiring them to research, list, record and explain key ideas, words and events in history. • Students will examine opposing points of view on a variety of issues and write argumentative essays. • Students will be provided with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economics issues in history. This will assist students in developing well-reasoned positions on issues. • Students will write about current events and research specific events and personalities in history using both print and non-print resources. • Students will analyze and understand their own performance data from assessments in order to maximize understanding of content strengths and areas in need of performance improvement. • Students will be provided with activities to help them develop an understanding and write about the content specific vocabulary taught in history. • Students will be provided opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. • Students will interpret primary and secondary sources of information through research and research reports. **4**

 S245755

Strategy Rationale

Students develop stamina for lengthy text and can identify, as well as write about important concepts to increase success on standardize assessments.

Action Step 1 **5**

Provide opportunities for student to analyze and understand their own performance data from assessments in order to maximize understanding of content strengths and areas in need of performance improvement.

Provide opportunities for interventions for students that demonstrate deficiencies in benchmark mastery.

Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis

Provide intervention to address the needs of students identified as "non-mastery" student

Emphasize avoiding bias perspectives using multiple sources to support their writing.

Practice use of persuasive writing in the format of speeches and or advertisement.

Person Responsible

Ramone Davis

Schedule

On 6/10/2017

Evidence of Completion

Lesson Plans; Classroom Observations and Teacher Evaluations; Administrative Data Chats

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitoring fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Angel Chaisson

Schedule

Biweekly, from 10/6/2016 to 6/10/2017

Evidence of Completion

Student performance data; Student work; Lesson Plans;

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthroughs to monitor use of effective instructional strategies and implementation; Monitoring of lesson plans and planning sessions. Review student performance data from assessments on targeted skills and concepts.

Person Responsible

Angel Chaisson

Schedule

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

Evidence of Completion

Assessment Data, Lesson Plans, IFCs, Classroom Walkthrough and Teacher Evaluations/
Observations

G1.B4 Students taking the EOC Biology struggled with writing in a variety of informational forms (e.g. summaries, procedures, instructions, experiments, rubrics, science / experimental journals). 2

B232811

G1.B4.S1 •Students will maintain a daily journal requiring them to research key words to help synthesize information and add to word bank in journal. This will be used to practice research and procedural writing as well as build vocabulary. •Students will keep a science inquiry journal where they will paraphrase important parts of the text. •Students will be provided with explicit instruction and practice with strategies such as note taking and summarizing skills using informational texts to locate specific details from different sources and draw conclusions from that information. • Students will explain, in writing, how textual features aid the reader's understanding (charts, diagrams, visuals), in science. • Students will create student friendly study guides. •Students will design, develop, and write about science and engineering projects to increase scientific thinking and the development and discussion of inquiry based activities that allow for testing of scientific methods such as; hypothesis, data analysis, explanation of variables). •Students will participate in competitions and fairs. •Students will participate in Biology EOC preparatory lessons on Edgenuity. 4

S245756

Strategy Rationale

Students must identify purpose, write about the purpose and engage in active learning strategies in order to succeed.

Action Step 1 5

- students will have opportunities to explain biological concepts
- Students will identify similarities and differences in functions of tissues and organs
- Determine consequences of biodiversity
- Complete inquiry-based activities to make connections to science standards

Person Responsible

Angela Kemp

Schedule

Biweekly, from 10/13/2016 to 6/10/2017

Evidence of Completion

• Lesson plans • Student Work • Classroom Walk-through • Assessments • Teacher observation and Evaluation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitoring for fidelity through the collection of data bi-weekly for review

Person Responsible

Erica Johnson

Schedule

On 6/10/2017

Evidence of Completion

•Lesson plans •Data chats •Intervention logs •Rubrics

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs to monitor the use of STEM strategies and implementation of rubrics

Person Responsible

Roxanne McKay-Chung

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Review of lesson plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies

G1.B5 Students taking the EOC Algebra and Geometry lack the motivation to take accurate notes in class, as a learning tool, which would provide the additional and daily practice on Mathematics concepts, process and procedures. 2

B232812

G1.B5.S1 • Students will develop and maintain a Math writer's notebook, which contains Mathematical Problem Solving prompts, in which they will explain the concepts and write out how they derived at each answer. • Students will write to explain Math concepts and formulas. • Students will write to keep a record of what they have learned daily as a daily check for understanding / assessment. • Students will write to solve problems. • Students will write journals dealing with math problems as they relate to real world experiences. 4

S245757

Strategy Rationale

Students will be provided with more opportunities to express what they were taught and to assess what concepts must be reviewed, supported or enriched based on the students writing.

Action Step 1 5

Students will be assigned writing prompts so that students can identify, explain or clarify concepts in mathematics.

Person Responsible

Taressa Hall

Schedule

Daily, from 10/12/2016 to 6/10/2017

Evidence of Completion

Principal and Assistant principal will perform weekly Lesson Plan checks. Student journals and student work will be reviewed by Intervention Specialist and administration. Principal and Assistant Principal will perform Classroom Observations and Walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administrative staff during collaborative planning/meetings and scheduled administrative follow-ups; data chats which will provide the principal with progress updates.

Person Responsible

Angel Chaisson

Schedule

Biweekly, from 10/12/2016 to 6/10/2017

Evidence of Completion

- Administrative Data chats
- Lesson plans
- Student Work
- Classroom Walk-through
- Assessments

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

- Assessments focusing on students' knowledge of reporting categories for Algebra I, and Geometry
- Review of student performance data from mini-assessments every two weeks and modify lessons as needed
- Review of student performance data from Edgenuity Algebra I and Geometry EOC dashboards every two weeks and modify lessons as needed.

Person Responsible

Angel Chaisson

Schedule

Biweekly, from 10/12/2016 to 6/10/2017

Evidence of Completion

- Student Work
- Classroom Walk-through
- Assessments
- Lesson Plan Review

G2. The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure. 1

G087583

G2.B1 During 2016-2017 school year students with absence below a 90% due to student truancy. Family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school. 2

B232813

G2.B1.S1 • The school will identify students with a positive attendance record and provide regard systems to help motivate positive attendance, without the school. • The school will establish a school environment that supports healthy eating and physical activity. • The school will provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • The school will identify and refer students who may be developing a pattern of non-attendance to the Leadership Team / Attendance Review Team for intervention services. 4

S245758

Strategy Rationale

Students need to attend school more frequently in order to be successful on state standardize testing and to increase course recovery percentages.

Action Step 1 5

- Assignment of duties and responsibilities with tracking attendance patterns of students.
- Schedule review dates attendance clerk to monitor students identified for intervention
- Develop a plan of action to address attendance issues with incentives

Person Responsible

Shawanda Wright

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Attendance Bulletin, School Daily Attendance Tracker

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

Review of attendance bulletins monthly
Analysis of noted attendance patterns
Monitoring of incentives

Person Responsible

Angel Chaisson

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Attendance Bulletins, School Daily Attendance Tracker

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

- Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.
- Parent communication logs regarding attendance, as well as home visit referral logs.

Person Responsible

Taressa Hall

Schedule

Weekly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Administrative Data Chats Attendance Bulletin

G2.B1.S2 The school will identify students that have high truancy rates and target them for additional support strategies and interventions. 4

S245759

Strategy Rationale

Students need to attend school more frequently in order to be successful on state standardize testing and to increase course recovery percentages.

Action Step 1 5

Assign mentors to students and provide counseling prior to escalation. Increase parent contact and exposure to community resources like community services projects, involvement in sports activities at their home schools, and after school programs.

Person Responsible

Angela Kemp

Schedule

Biweekly, from 10/15/2016 to 6/19/2017

Evidence of Completion

Suspension records Attendance Documentation Mentor ship log Phone card log

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

- Administrative review of counseling log and attendance
- Review of parent contact logs

Person Responsible

Angel Chaisson

Schedule

Weekly, from 10/15/2016 to 6/19/2017

Evidence of Completion

- Parent contact logs and meetings
- Attendance bulletin
- School's Daily Attendance Tracker

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

- Data on the number of referrals and suspensions will be collected
- Documentation of counseling
- Monitoring of attendance reports and discipline contracts

Person Responsible

Erica Johnson

Schedule

Biweekly, from 10/15/2016 to 6/19/2017


Evidence of Completion

- Attendance and Discipline Contracts • ISIS reports


G3. Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities. 1

 G087584

G3.B1 During the 2016-2017 school year there was a lack of participation in STEM experiences such as the coordination of structured projects and available resources. There was also a lack in CTE participation due to limited course offerings. 2

 B232814

G3.B1.S1 Students will be provided with opportunities to participate in projects that require brainstorming resources; determining required time and funds needed to complete; identification of people and experts, resource centers and organizations used to complete project; determine level of Information accessibility: literature, books,internet; and learn how to work in teams. Students will develop and demonstrate the final product. During the presentation of final product, students will outline what were the important components needed to work together, what timelines were established, identify assigned responsibilities, if working on a group project. The school will offer additional CTE courses to provide more opportunities for students to participate in CTE programs and earn work credits that will lead to vocation certification. The school will bring in speakers to give students the exposure to different jobs in the workforce. Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department. 4

 S245760

Strategy Rationale

To improve student achievement levels in science.

Action Step 1 5

Students will complete projects that were developed to support the implementation of a quality program. Students will utilize resources available within the school that were identified and selected to meet the needs of the school and support STEM such as; Fair Child Challenge, after school robotics, and the Science Fair. Students will engage in structured instructional plans with STEM attributes / standards to promote use of STEM. Students will benefit from instructors participating in targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert reviewed resources for exhibits, camps, teacher professional development and other initiatives. Students will be able to utilize STEM rubrics and monitor progress with tools developed by teachers.

Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department.

Person Responsible

Ellis Jenoure

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes

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

Monitoring for fidelity through the collection of data monthly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled “administrative check-ups,” which provide the principal with progress updates.

Person Responsible

Roxanne McKay-Chung

Schedule

Monthly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Administrative Data Chats, Lesson Plans, Meeting Agenda/Notes/Sign-in Sheets, Classroom Walkthroughs with feedback, Teacher Evaluations, Student folders / work

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

- Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
- Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
- Monitor lesson plans and collaborative planning sessions * Review OJT sign out sheets and time cards

Person Responsible

Erica Johnson

Schedule

Quarterly, from 10/12/2016 to 6/10/2017

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs and Feedback Lesson Plan

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					
G1.B1.S1.A1 A318254	Key Ideas and Details: Students will use grade level appropriate text that provide opportunities:...		10/6/2016	Lesson Plans Notes from Planning Meetings Classroom Walkthroughs and feedback Teacher Evaluations Interventions Logs Adminstrative Data Chats	6/1/2017 daily
G1.MA1 M331524	Administration will review, analyze and debrief about the following; Formative Assessments:...	Chaisson, Angel	10/6/2016	Results from: Formative: Interim and school-based/classroom assessments Summative: 2016 - 2017 Florida Standards Assessments and EOC test, as well as the CELLA	6/10/2017 monthly
G2.MA1 M331529	Review and analysis of: • Attendance Bulletin • State-mandated Assessments • Daily Attendance...	Wright, Shawanda	10/12/2016	Attendance Bulletin; Student performance data, Intervention Logs	6/10/2017 monthly
G3.MA1 M331532	Analysis and Debriefing about: • STEM implementation Rubric and CTE / OJT implementation •...	Chaisson, Angel	10/12/2016	Data from: • STEM implementation Rubric and CTE / OJT implementation • Classroom assessments • Teacher observations	6/10/2017 quarterly
G1.B1.S1.MA1 M331514	• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data...	Johnson, Erica	10/6/2016	Assessment data IFCs Lesson Plans Administrative Data Chats	6/10/2017 biweekly
G1.B1.S1.MA1 M331515	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and...	Chaisson, Angel	10/6/2016	Administrative Data Chats Classroom Walkthroughs and feedback Teacher Evaluations Planning Meeting Agendas/ Notes/Sign-in sheets	6/10/2017 biweekly
G1.B2.S1.MA1 M331517	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and...	Chaisson, Angel	10/6/2016	Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/ Notes	6/10/2017 biweekly
G1.B2.S1.A1 A318255	• Provide ongoing opportunities to plan within and across grade levels on comprehension, so that...	Clark, Paris	10/6/2016	Lesson Plans Meeting Agenda/Notes/ Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule	6/10/2017 weekly
G1.B3.S1.MA1 M331518	Classroom walkthroughs to monitor use of effective instructional strategies and implementation;...	Chaisson, Angel	10/6/2016	Assessment Data, Lesson Plans, IFCs, Classroom Walkthrough and Teacher Evaluations/Observations	6/10/2017 monthly
G1.B3.S1.MA1 M331519	Monitoring fidelity through the collection of data biweekly for review, analysis and discussion by...	Chaisson, Angel	10/6/2016	Student performance data; Student work; Lesson Plans;	6/10/2017 biweekly
G1.B3.S1.A1 A318256	Provide opportunities for student to analyze and understand their own performance data from...	Davis, Ramone	10/6/2016	Lesson Plans; Classroom Observations and Teacher Evaluations; Administrative Data Chats	6/10/2017 one-time
G1.B4.S1.MA1 M331520	Classroom walkthroughs to monitor the use of STEM strategies and implementation of rubrics	McKay-Chung, Roxanne	10/12/2016	Review of lesson plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies	6/10/2017 monthly
G1.B4.S1.MA1 M331521	Monitoring for fidelity through the collection of data bi-weekly for review	Johnson, Erica	10/12/2016	•Lesson plans •Data chats •Intervention logs •Rubrics	6/10/2017 one-time
G1.B4.S1.A1 A318257	• students will have opportunities to explain biological concepts • Students will identify...	Kemp, Angela	10/13/2016	• Lesson plans • Student Work • Classroom Walk-through • Assessments • Teacher observation and Evaluation	6/10/2017 biweekly
G1.B5.S1.MA1 M331522	• Assessments focusing on students' knowledge of reporting categories for Algebra I, and...	Chaisson, Angel	10/12/2016	• Student Work • Classroom Walk-through • Assessments • Lesson Plan Review	6/10/2017 biweekly
G1.B5.S1.MA1 M331523	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and...	Chaisson, Angel	10/12/2016	• Administrative Data chats • Lesson plans • Student Work • Classroom Walk-through • Assessments	6/10/2017 biweekly

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Stellar Leadership Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1 A318258	Students will be assigned writing prompts so that students can identify, explain or clarify...	Hall, Taressa	10/12/2016	Principal and Assistant principal will perform weekly Lesson Plan checks. Student journals and student work will be reviewed by Intervention Specialist and administration. Principal and Assistant Principal will perform Classroom Observations and Walk-throughs.	6/10/2017 daily
G2.B1.S1.MA1 M331525	• Daily and Weekly updates to administration and faculty regarding student attendance via...	Hall, Taressa	10/12/2016	Administrative Data Chats Attendance Bulletin	6/10/2017 weekly
G2.B1.S1.MA1 M331526	Review of attendance bulletins monthly Analysis of noted attendance patterns Monitoring of...	Chaisson, Angel	10/12/2016	Attendance Bulletins, School Daily Attendance Tracker	6/10/2017 monthly
G2.B1.S1.A1 A318259	-Assignment of duties and responsibilities with tracking attendance patterns of students....	Wright, Shawanda	10/12/2016	Attendance Bulletin, School Daily Attendance Tracker	6/10/2017 monthly
G3.B1.S1.MA1 M331530	• Collaborative planning time between math and science teachers to learn the steps necessary for a...	Johnson, Erica	10/12/2016	Assessment Data (School-based, District and State) Classroom Walkthroughs and Feedback Lesson Plan	6/10/2017 quarterly
G3.B1.S1.MA1 M331531	Monitoring for fidelity through the collection of data monthly for review, analysis and discussion...	McKay-Chung, Roxanne	10/12/2016	Administrative Data Chats, Lesson Plans, Meeting Agenda/Notes/Sign-in Sheets, Classroom Walkthroughs with feedback, Teacher Evaluations, Student folders / work	6/10/2017 monthly
G3.B1.S1.A1 A318261	Students will complete projects that were developed to support the implementation of a quality...	Jenoure, Ellis	10/12/2016	STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes	6/10/2017 monthly
G2.B1.S2.MA1 M331527	• Data on the number of referrals and suspensions will be collected • Documentation of counseling...	Johnson, Erica	10/15/2016	• Attendance and Discipline Contracts • ISIS reports	6/19/2017 biweekly
G2.B1.S2.MA1 M331528	• Administrative review of counseling log and attendance • Review of parent contact logs	Chaisson, Angel	10/15/2016	• Parent contact logs and meetings • Attendance bulletin • School's Daily Attendance Tracker	6/19/2017 weekly
G2.B1.S2.A1 A318260	Assign mentors to students and provide counseling prior to escalation. Increase parent contact and...	Kemp, Angela	10/15/2016	Suspension records Attendance Documentation Mentor ship log Phone card log	6/19/2017 biweekly
G1.B2.S1.MA1 M331516	• Consistent monitoring of student progress/data and modifications of instructional plans to meet...	Chaisson, Angel	10/6/2016	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs	10/6/2107 monthly

V. Professional Development Opportunities

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

G1. Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum.

G1.B1 All students inclusive of sub groups Black and ED did not meet performance standards in Reading and writing.

G1.B1.S1 Students will receive small group instruction to teach strategies in their weakest reporting category to identify key terms and academic vocabulary.

PD Opportunity 1

Key Ideas and Details: Students will use grade level appropriate text that provide opportunities: • To practice using and identifying details from the passage to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. • Use graphic organizers to see patterns and summarize the main points. • To understand how patterns support the main idea, character development, and author's purpose. • To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text Vocabulary: • Students will use a variety of activities working with sets of words that are semantically related. • Students will use strategies in reference deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. • Practice using context clues to distinguish the correct meaning of words that have multiple meanings. • Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. • students will distinguish literal from figurative interpretations • students will have two opportunities to edit work prior to final submission • Students will practice editing by focusing on conventions in isolation • Students will use the peer writing method by implementing (TAG: Tell something you like, Ask questions, Give a suggestion)

Facilitator

MDCPS Facilitator, Administration

Participants

Reading Teachers

Schedule

Daily, from 10/6/2016 to 6/1/2017

G1.B3 Students taking the EOC US History assessment lacked research and writing skills and were unable to evaluate research information for the development of ideas, content, and logical organization.

G1.B3.S1 • Students will maintain a daily writing journal requiring them to research, list, record and explain key ideas, words and events in history. • Students will examine opposing points of view on a variety of issues and write argumentative essays. • Students will be provided with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economics issues in history. This will assist students in developing well-reasoned positions on issues. • Students will write about current events and research specific events and personalities in history using both print and non-print resources. • Students will analyze and understand their own performance data from assessments in order to maximize understanding of content strengths and areas in need of performance improvement. • Students will be provided with activities to help them develop an understanding and write about the content specific vocabulary taught in history. • Students will be provided opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. • Students will interpret primary and secondary sources of information through research and research reports.

PD Opportunity 1

Provide opportunities for student to analyze and understand their own performance data from assessments in order to maximize understanding of content strengths and areas in need of performance improvement. Provide opportunities for interventions for students that demonstrate deficiencies in benchmark mastery. Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis Provide intervention to address the needs of students identified as "non-mastery" student Emphasize avoiding bias perspectives using multiple sources to support their writing. Practice use of persuasive writing in the format of speeches and or advertisement.

Facilitator

MDCPS Facilitator; Leadership Team

Participants

SS Teacher and English Teacher

Schedule

On 6/10/2017

G1.B5 Students taking the EOC Algebra and Geometry lack the motivation to take accurate notes in class, as a learning tool, which would provide the additional and daily practice on Mathematics concepts, process and procedures.

G1.B5.S1 • Students will develop and maintain a Math writer's notebook, which contains Mathematical Problem Solving prompts, in which they will explain the concepts and write out how they derived at each answer. • Students will write to explain Math concepts and formulas. • Students will write to keep a record of what they have learned daily as a daily check for understanding / assessment. • Students will write to solve problems. • Students will write journals dealing with math problems as they relate to real world experiences.

PD Opportunity 1

Students will be assigned writing prompts so that students can identify, explain or clarify concepts in mathematics.

Facilitator

MDCPS Facilitator (District PD); Administration

Participants

All Teachers

Schedule

Daily, from 10/12/2016 to 6/10/2017

G2. The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure.

G2.B1 During 2016-2017 school year students with absence below a 90% due to student truancy. Family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school.

G2.B1.S1 • The school will identify students with a positive attendance record and provide regard systems to help motivate positive attendance, without the school. • The school will establish a school environment that supports healthy eating and physical activity. • The school will provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention. • The school will identify and refer students who may be developing a pattern of non-attendance to the Leadership Team / Attendance Review Team for intervention services.

PD Opportunity 1

-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives

Facilitator

MDCPS Facilitator and Advisory Program Chair

Participants

Administration, Guidance Counselor and Leadership Team

Schedule

Monthly, from 10/12/2016 to 6/10/2017

G3. Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities.

G3.B1 During the 2016-2017 school year there was a lack of participation in STEM experiences such as the coordination of structured projects and available resources. There was also a lack in CTE participation due to limited course offerings.

G3.B1.S1 Students will be provided with opportunities to participate in projects that require brainstorming resources; determining required time and funds needed to complete; identification of people and experts, resource centers and organizations used to complete project; determine level of Information accessibility: literature, books,internet; and learn how to work in teams. Students will develop and demonstrate the final product. During the presentation of final product, students will outline what were the important components needed to work together, what timelines were established, identify assigned responsibilities, if working on a group project. The school will offer additional CTE courses to provide more opportunities for students to participate in CTE programs and earn work credits that will lead to vocation certification. The school will bring in speakers to give students the exposure to different jobs in the workforce. Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department.

PD Opportunity 1

Students will complete projects that were developed to support the implementation of a quality program. Students will utilize resources available within the school that were identified and selected to meet the needs of the school and support STEM such as; Fair Child Challenge, after school robotics, and the Science Fair. Students will engage in structured instructional plans with STEM attributes / standards to promote use of STEM. Students will benefit from instructors participating in targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert reviewed resources for exhibits, camps, teacher professional development and other initiatives. Students will be able to utilize STEM rubrics and monitor progress with tools developed by teachers. Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department.

Facilitator

School site facilitator

Participants

All teachers

Schedule

Monthly, from 10/12/2016 to 6/10/2017

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	<p>Key Ideas and Details: Students will use grade level appropriate text that provide opportunities:</p> <ul style="list-style-type: none"> • To practice using and identifying details from the passage to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. • Use graphic organizers to see patterns and summarize the main points. • To understand how patterns support the main idea, character development, and author's purpose. • To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text <p>Vocabulary:</p> <ul style="list-style-type: none"> • Students will use a variety of activities working with sets of words that are semantically related. • Students will use strategies in reference deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. • Practice using context clues to distinguish the correct meaning of words that have multiple meanings. • Emphasis on questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. • students will distinguish literal from figurative interpretations • students will have two opportunities to edit work prior to final submission • Students will practice editing by focusing on conventions in isolation • Students will use the peer writing method by implementing (TAG: Tell something you like, Ask questions, Give a suggestion) 				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$700.00
			<p><i>Notes: SAC funds will be used to support literacy instruction, specifically the improvement of writing. Additionally, resources and materials will be obtained to support instruction on Key Ideas and Details.</i></p>			
2	G1.B2.S1.A1	<ul style="list-style-type: none"> • Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. • Provide interventions to address the needs of ELL students identified in need of additional support. - Interventions will be provided to students daily for 30 minutes through a small group-rotational model, based upon students' needs, such as: ? Provide opportunities for extra drill ? Provide study guide ? Reduce quantity of material ? Provide instructional materials geared to student's level of basic skills. -Students will learn how transitional phrases are effective in writing 				\$0.00
3	G1.B3.S1.A1	<p>Provide opportunities for student to analyze and understand their own performance data from assessments in order to maximize understanding of content strengths and areas in need of performance improvement. Provide opportunities for interventions for students that demonstrate deficiencies in benchmark mastery. Provide ongoing opportunities to plan using effective instructional strategies into the classes on a weekly basis Provide intervention to address the needs of students identified as "non-mastery" student Emphasize avoiding bias perspectives using multiple sources to</p>				\$200.00

		support their writing. Practice use of persuasive writing in the format of speeches and or advertisement.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$200.00
			<i>Notes: SAC funds will be used to provide teacher with resources and training to improve writing within Social Studies</i>			
4	G1.B4.S1.A1	<ul style="list-style-type: none"> • students will have opportunities to explain biological concepts • Students will identify similarities and differences in functions of tissues and organs • Determine consequences of biodiversity • Complete inquiry-based activities to make connections to science standards 				\$0.00
5	G1.B5.S1.A1	Students will be assigned writing prompts so that students can identify, explain or clarify concepts in mathematics.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$150.00
6	G2.B1.S1.A1	<ul style="list-style-type: none"> -Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives 				\$0.00
7	G2.B1.S2.A1	Assign mentors to students and provide counseling prior to escalation. Increase parent contact and exposure to community resources like community services projects, involvement in sports activities at their home schools, and after school programs.				\$0.00
8	G3.B1.S1.A1	<p>Students will complete projects that were developed to support the implementation of a quality program. Students will utilize resources available within the school that were identified and selected to meet the needs of the school and support STEM such as; Fair Child Challenge, after school robotics, and the Science Fair. Students will engage in structured instructional plans with STEM attributes / standards to promote use of STEM. Students will benefit from instructors participating in targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert reviewed resources for exhibits, camps, teacher professional development and other initiatives. Students will be able to utilize STEM rubrics and monitor progress with tools developed by teachers. Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department.</p>				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$150.00

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	<i>Notes: SAC funds will support STEM implementation by purchasing additional resources and/or materials</i>
	Total: \$1,200.00