Alternative Outreach Program

2016-17 Schoolwide Improvement Plan

Alternative Outreach Program

6300 NW 27TH AVENUE, Miami, FL 33147

http://outreach.dadeschools.net/

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)
Combination School KG-12	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year

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.

Table of Contents

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 Alternative Outreach Program

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.

Foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of EAOP students.

b. Provide the school's vision statement.

We strive to find this common ground and assist with eradicating the school house to jail house pipeline, which is so prevalent in our communities through innovation, opportunity and access.

2. School Environment

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

In the Educational Alternative Outreach Program, student teacher relationships are built by dialogues depending upon the individual site. For example, at the S3C centers the process starts during the interview process with parent and student and with S3C staff. Background inquiries, learning habits, and potential obstacles are discussed openly in an effort to accommodate the student's needs and expectation. In the classroom, teachers start the day with a morning meeting to go over information, recent successes, and motivate students to meet their potential. Teachers also meet often with students to discuss academic and personal issues. A TRUST counselor visits the sites weekly and a school psychologist is on call for teachers should they feel a student needs to speak to someone. Students in the various programs benefit from the various support networks provided by education personnel and program personnel. This helps build a family like environment in the classroom that foster trust and familiarity.

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

Students in EAOP are typically in self-contained settings. Students generally do not interact with other students from other centers. Students are also escorted to and from the class for breakfast, lunch, and when going to the school bus (where applicable) at the end of the day. Our students are never without adult supervision.

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.

Before students even enter the program, guidelines and procedures are explained to them and their parents regarding classroom expectations and behavior along with potential consequences. The type of behavior management model differs some by site, but all programs adhere to the district Student Code of Conduct. The Code of Student Conduct is incorporated into the individual behavior management system in place at each site.

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.

EAOP has a team of full time-counselor who meet the needs of every student, often providing face to face contact on a weekly basis. Students are mentored daily by teachers on a one to one basis for academic needs and in small groups by teacher and subject area. School psychologists are also on call should a teacher observe the need and a school social worker works directly with teachers to provide home visitations and give
aid to the family of students in need of food, utilities, and county services.

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 is made up of a collaboration of various individual sites that report testing data individually. Conversely, all attendance and disciplinary data is reported under the umbrella school. Data contained in the tables below reflect the collaborated test information from the various sites and the collaborated attendance, grading, and disciplinary data as collected through the district's MIS.

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	1	0	6	22	40	5	18	14	9	115
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	7	13	29	2	9	7	2	69
Level 1 on statewide assessment	0	0	0	0	1	0	14	51	84	16	31	28	10	235

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	1	0	12	42	69	10	15	16	9	174

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

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

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

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

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.

Use of Community/business members through the School Advisory Committee

C. Effective Leadership

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

1. School Leadership Team

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

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

b. Duties

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

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

Psychologist - Liaison to Student Services Department, training related to student services resources, and individual determinations of student need

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

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

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

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

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

Title I, Part A

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

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant

liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

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

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity,

awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinneyVento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs
N/A
Head Start
N/A
Adult Education
High School Only
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.
Job Training

N/A
Other
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the MDCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Leonardo Cancio	Teacher
Daniel Wynne	Teacher
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Theron Clark	Principal
Enrique Garcia	Business/Community
LaCriscia Fowlkes	Business/Community
Lance Williams	Business/Community
Liliane Jean-Louis	Education Support Employee
Marvin Stewart	Business/Community
Terrance Levell	Student
Tessa Allen	Student
Theron A. Clark, EdD.	Principal
Lynn Atkinson	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the SIP and conducted sessions with the entire faculty to garner feelings and address concerns about the plan.

b. Development of this school improvement plan

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

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

The SAC is involved in decisions regarding all discretionary funds

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

N/A

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
Nortelus, Joella	Instructional Coach
Alonso, Nadeshka	Other
Breslaw, Fior	Psychologist
Clark, Theron	Principal
Young, Tabitha	Assistant Principal
Lopez-Perez, Vivienne	Administrative Support
Wynne, Dan	SAC Member
Perez de Ayllon, Nidia	Administrative Support
Campbell-McLemore, Mesha	Instructional Coach

b. Duties

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

The school's Literacy Leadership Team meets on district early-release days. The reading coaches will
provide information to the team in order to assist them in making programmatic and instructional decisions, and the team will work together to ensure fidelity of the implementation of the K-12 CRRP. A school-wide focus on literacy, as well as a focus on reading achievement, will be the goal of the LLT
while working closely with the reading coaches. The LLT at EAOP will:
• Monitor the collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year.
• Conduct Data Analysis chats after each FAIR assessment period and Baseline and Interim Assessments.
• Analyze the progress monitoring data.
• Provide direction to administration for monitoring the teacher's use of data driven instruction during classroom visitations.
• Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
• Hold regular team meetings to build the culture of reading throughout the school.

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

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

Some teachers at EAOP are paid an additional period supplement, adding additional pay. Also, some teachers are eligible to work summers and extended school years.

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

Not necessary. All teachers are experienced, veteran teachers.

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.

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

b. Instructional Strategies

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

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

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

Strategy: Extended School Year
Minutes added to school year: 7,000

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

Strategy Rationale

Students are overage for middle school and lacking credits to progress in high school; opportunities are provided for credit recovery. The extended school year provides the opportunity for students to make additional progress during the summer session.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Clark, Theron, tclark@dadeschools.net

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

Courses recovered through credit recovery
Promotion to subsequent grade levels

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. § 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.

Following are the descriptors of transition:
No transition while in middle school
Transition to high school when credit recovery in completed
Home high school
GED program
Adult Ed. program,

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.

N/A – middle school program

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

N/A – middle school program

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

N/A – middle school program

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.

N/A – middle school program

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

na

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

na

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   As a result of participation in Success Centers, students redirected to success centers will experience fewer suspensions.

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

G3.   Students will improve attendance through weekly group and individual counseling with trust counselor.

G4.   Students will improve progress through sharing of progress reports with parents.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. As a result of participation in Success Centers, students redirected to success centers will experience fewer suspensions. 1a

🔍 G088024

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- Students are referred to the Success Centers because of a history of discipline referrals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Success Center program staff and facility

- Alternative to outdoor Suspension program staff and facilities

Plan to Monitor Progress Toward G1. 8

Maintain counts of returning students

Person Responsible
Tabitha Young

Schedule
Semiannually, from 1/9/2017 to 6/6/2017

Evidence of Completion
Number of students returning to Success Centers

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

🔍 G088025

Targets Supported 1b

Indicator	Annual Target
Math Gains	25.0
ELA/Reading Gains	25.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Edgenuity and Grade Results CAI platforms provide many reports that may be utilized for the progress monitoring meetings.

Plan to Monitor Progress Toward G2. 8

Student progress toward course completions will be monitored quarterly.

Person Responsible
Tabitha Young

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

Evidence of Completion
Review of course completions on a quarterly basis.

G3. Students will improve attendance through weekly group and individual counseling with trust counselor.
1a

🔑 G088026

Targets Supported 1b

Indicator	Annual Target
Attendance rate	75.0

Targeted Barriers to Achieving the Goal 3

- Students have had a record of attendance issues.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trust Counselor

Plan to Monitor Progress Toward G3. 8

Attendance records reviewed with students

Person Responsible
Tabitha Young

Schedule
Semiannually, from 1/19/2016 to 6/3/2016

Evidence of Completion
Records of student attendance records

G4. Students will improve progress through sharing of progress reports with parents. 1a

🔑 G088027

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	75.0
ELA/Reading Gains District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly progress report generation.

- District assessments

Plan to Monitor Progress Toward G4. 8

Student performance on district assessments

Person Responsible
Tabitha Young

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

Evidence of Completion
Progress reports and progress on district assessments

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. As a result of participation in Success Centers, students redirected to success centers will experience fewer suspensions. `1`

🔑 G088024

G1.B1 Students are referred to the Success Centers because of a history of discipline referrals. `2`

🔑 B234035

G1.B1.S1 Identify students with behavioral issues and refer to counseling with Trust Counselor or other student services personnel `4`

🔑 S246832

Strategy Rationale

When behavioral issues are identified early and addressed promptly, the likelihood of the behavioral issues growing is diminished

Action Step 1 `5`

Conduct group and individual counseling sessions with students as they enter programs

Person Responsible

Rolando Garrote

Schedule

Weekly, from 8/31/2016 to 6/6/2017

Evidence of Completion

Tracking database

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

Student services department head will review a representative sampling of counseling summaries

Person Responsible

Rolando Garrote

Schedule

Quarterly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Counseling summaries will identify services provided toward reducing disciplinary issues.

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

Ensure reviews and counseling sessions are occurring

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Discuss results of reviews of counseling summaries

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

🔑 G088025

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

🔑 B234036

G2.B1.S1 Utilizing progress monitoring tools built into CAI platforms, teachers will conduct weekly data chats regarding student progress in CAI platform. [4]

🔑 S246833

Strategy Rationale

Weekly data chats will provide an opportunity for honest reflection.

Action Step 1 [5]

Print out built-in tools from CAI platforms.

Person Responsible

Tabitha Young

Schedule

Weekly, from 8/31/2016 to 6/6/2017

Evidence of Completion

Weekly progress tools maintained in student folders.

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

Check student folders for implementation of action step.

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Checking student folders for evidence of weekly progress monitoring chats.

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

Review performance in CAI platforms

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Teachers will review student performance against goals in CAI platforms on a monthly basis.

G3. Students will improve attendance through weekly group and individual counseling with trust counselor. `1`
🔑 G088026

G3.B1 Students have had a record of attendance issues. `2`
🔑 B234037

G3.B1.S1 Weekly group meetings and counseling sessions with Trust Counselor. `4`
🔑 S246834

Strategy Rationale

Addressing the barriers to attendance through group and individual counseling will help students improve attendance

Action Step 1 `5`

Trust Counselor will meet with students on a weekly basis to address barriers to attendance.

Person Responsible

Eileen Machado

Schedule

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

Evidence of Completion

Sign in sheets and counseling summaries from group and individual sessions.

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

Administrator will review counseling records on a quarterly basis with Trust Counselor

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Review counseling notes and sign-in sheets.

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

Review student attendance

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Attendance records reviewed quarterly

G4. Students will improve progress through sharing of progress reports with parents. [1]

🔑 G088027

G4.B1 Students are overage form middle school and have experienced significant setbacks in their progress toward high school. [2]

🔑 B234038

G4.B1.S1 Provide copies of weekly progress reports to students [4]

🔑 S246835

Strategy Rationale

Students respond better to academic goals when they are made aware of their progress on a regular basis.

Action Step 1 [5]

Provide access to weekly progress reports

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Weekly student progress reports and student performance on district assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Meetings held between teachers and students on a weekly basis to share progress report data.

Person Responsible

Tabitha Young

Schedule

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

Evidence of Completion

Records of data chats with students

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

Quarterly walk-throughs

Person Responsible

Tabitha Young

Schedule

Quarterly, from 10/19/2015 to 6/3/2016

Evidence of Completion

Review progress report data and documentation of data chats.

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					
G4.B1.S1.A1 A320755	Provide access to weekly progress reports	Young, Tabitha	8/31/2015	Weekly student progress reports and student performance on district assessments.	No End Date weekly
G3.MA1 M334000	Attendance records reviewed with students	Young, Tabitha	1/19/2016	Records of student attendance records	6/3/2016 semiannually
G4.MA1 M334003	Student performance on district assessments	Young, Tabitha	8/31/2015	Progress reports and progress on district assessments	6/3/2016 weekly
G4.B1.S1.MA1 M334001	Quarterly walk-throughs	Young, Tabitha	10/19/2015	Review progress report data and documentation of data chats.	6/3/2016 quarterly
G4.B1.S1.MA1 M334002	Meetings held between teachers and students on a weekly basis to share progress report data.	Young, Tabitha	8/31/2015	Records of data chats with students	6/3/2016 quarterly
G1.MA1 M333994	Maintain counts of returning students	Young, Tabitha	1/9/2017	Number of students returning to Success Centers	6/6/2017 semiannually
G2.MA1 M333997	Student progress toward course completions will be monitored quarterly.	Young, Tabitha	10/17/2016	Review of course completions on a quarterly basis.	6/6/2017 quarterly
G1.B1.S1.MA1 M333992	Ensure reviews and counseling sessions are occurring	Young, Tabitha	10/10/2016	Discuss results of reviews of counseling summaries	6/6/2017 quarterly
G1.B1.S1.MA1 M333993	Student services department head will review a representative sampling of counseling summaries	Garrote, Rolando	8/29/2016	Counseling summaries will identify services provided toward reducing disciplinary issues.	6/6/2017 quarterly
G1.B1.S1.A1 A320752	Conduct group and individual counseling sessions with students as they enter programs	Garrote, Rolando	8/31/2016	Tracking database	6/6/2017 weekly
G2.B1.S1.MA1 M333995	Review performance in CAI platforms	Young, Tabitha	9/26/2016	Teachers will review student performance against goals in CAI platforms on a monthly basis.	6/6/2017 monthly
G2.B1.S1.MA1 M333996	Check student folders for implementation of action step.	Young, Tabitha	10/17/2016	Checking student folders for evidence of weekly progress monitoring chats.	6/6/2017 quarterly
G2.B1.S1.A1 A320753	Print out built-in tools from CAI platforms.	Young, Tabitha	8/31/2016	Weekly progress tools maintained in student folders.	6/6/2017 weekly
G3.B1.S1.MA1 M333998	Review student attendance	Young, Tabitha	10/17/2016	Attendance records reviewed quarterly	6/6/2017 quarterly
G3.B1.S1.MA1 M333999	Administrator will review counseling records on a quarterly basis with Trust Counselor	Young, Tabitha	10/17/2016	Review counseling notes and sign-in sheets.	6/6/2017 quarterly
G3.B1.S1.A1 A320754	Trust Counselor will meet with students on a weekly basis to address barriers to attendance.	Machado, Eileen	8/29/2016	Sign in sheets and counseling summaries from group and individual sessions.	6/6/2017 weekly

V. Professional Development Opportunities

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

G1. As a result of participation in Success Centers, students redirected to success centers will experience fewer suspensions.

G1.B1 Students are referred to the Success Centers because of a history of discipline referrals.

G1.B1.S1 Identify students with behavioral issues and refer to counseling with Trust Counselor or other student services personnel

PD Opportunity 1

Conduct group and individual counseling sessions with students as they enter programs

Facilitator

Chantel osborne

Participants

Success Center Counselors and Coaches

Schedule

Weekly, from 8/31/2016 to 6/6/2017

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

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

G2.B1.S1 Utilizing progress monitoring tools built into CAI platforms, teachers will conduct weekly data chats regarding student progress in CAI platform.

PD Opportunity 1

Print out built-in tools from CAI platforms.

Facilitator

S3C Instructor

Participants

S3C Teachers, Outreach Teachers

Schedule

Weekly, from 8/31/2016 to 6/6/2017

VI. Technical Assistance Items

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

G4. Students will improve progress through sharing of progress reports with parents.

G4.B1 Students are overage form middle school and have experienced significant setbacks in their progress toward high school.

G4.B1.S1 Provide copies of weekly progress reports to students

TA Opportunity 1

Provide access to weekly progress reports

Facilitator

Tabitha Young

Participants

Classroom teachers

Schedule

VII. Budget

1	G1.B1.S1.A1	Conduct group and individual counseling sessions with students as they enter programs	$0.00
2	G2.B1.S1.A1	Print out built-in tools from CAI platforms.	$0.00
3	G3.B1.S1.A1	Trust Counselor will meet with students on a weekly basis to address barriers to attendance.	$0.00
4	G4.B1.S1.A1	Provide access to weekly progress reports	$0.00
		Total:	$0.00