Miami-Dade County Public Schools

Turner/Guilford/Knight

2017-18 Schoolwide Improvement Plan

Turner/Guilford/Knight

7000 NW 41ST ST, Miami, FL 33166

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	No	25%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	100%

School Grades History

Year	2014-15
Grade	F*

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Turner/Guilford/Knight

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 Educational Alternative Outreach Program (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.

When teachers adopt a high-performance style of relating to students, they allow for a greater impact on their academic performance and self-esteem. Due to the at-risk nature of the students we serve, teachers at TGK make all efforts to take a multi—cultural approach to building high performance teacher-student relationships through accepting students for who they are and showing them respect, exhibiting genuine empathy and compassion, but ultimately holding students to high expectations and pressing upon them the belief that they are capable. Teachers take the time to learn about students' cultures through learning style inventories and employ that information to implement differentiated instruction.

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

High-performance relationships are fostered by all staff members with students to create an environment where students feel safe and respected by every adult they encounter before, during and after school. TGK has protocols for transitioning to and from the education area and are closely supervised by facility staff. Teacher and students never go unsupervised by a member of the correctional staff.

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

The nature of the education setting required an intensive intake process which includes an explicit review of the facility policies as it relates to behavioral expectations and disciplinary protocols. As an added layer, a the classroom teacher articulates clear expectations, specific rules and set procedures to ensure that learning can take place in a safe, creative and challenging environment.

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.

TGK has a dedicated counselor who meets 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. Classroom teachers also infuse activities and lessons from the M-DCPS Values Matter Initiative to address students' social-emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

N/A

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	

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

N/A

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

N/A

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.

TGK teachers make every effort to ensure students' academic progress is communicated with parents. Interim progress reports, report cards and assessment data are shared with caregivers to keep them abreast of the students' academic performance. On behalf of TGK, the Alternative Outreach Program builds partnerships with many community agencies that support our instructional needs and sustains them through the School Advisory Committee.

C. Effective Leadership

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
Campbell-McLemore, Mesha	Instructional Coach
Nortelus, Joella	Instructional Coach
Baptiste, Belinda	Instructional Coach
Breslaw, Fior	Psychologist
Garrote, Rolando	School Counselor
Lopez-Perez, Vivienne	Administrative Support
Alonso, Nadeshka	Other

b. Duties

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

Administrators: Provide instructional leadership to faculty and staff to promote academic excellence, foster collaboration to support a positive school climate, and coordinate all school resources to ensure all stakeholders are equipped with the means to deliver quality educational programs to our students.

Instructional Coaches: Provide assistance with the coordination and implementation of research-based instructional practices via the coaching model (planning, demonstrating, providing feedback) based on student need as determined by student assessment data.

Student Support Personnel: Provides specialized knowledge and skills related to student-centered learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors to improve social and academic outcomes for students.

Test Chair: Collects and analyzes school-wide assessment data to design and implement progress monitoring tools to inform instructional decisions and practices.

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.

To meet the needs of all students and maximize desired outcomes, members of the leadership team consistently review and discuss academic and behavioral data in order to determine effective strategies that are closely monitored for fidelity of implementation as well as provide in-class support to teachers with instructional practices appropriate to the setting.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alberto Iber	Principal
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Ben Cabell	Teacher
Leonardo Cancio	Teacher
Daniel Wynne	Teacher
Mary Castellon	Teacher
Lynn Atkinson	Teacher
Liliane Jean-Louis	Education Support Employee
Cynthia Quispe	Student
Luis Ceruti	Business/Community
Enrique Garcia	Business/Community
Jaime Paradise	Business/Community
Daniel Puder	Business/Community
Alfred Williams	Business/Community
Lance Williams	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviews the previous school year's SIP at the b beginning of the school year to evaluate the goals and determine the effectiveness of the strategies.

b. Development of this school improvement plan

In collaboration with the principal, members of the SAC develop the SIP by reviewing data and making goal recommendations as well as monitor progress toward objectives at each meeting.

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

The SAC has an annual review of the school's budget and the allocation of resources. During this meeting, stakeholders are able to make recommendations about how best to utilize those resources and what the fiscal needs of the school will be in the upcoming year

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

$1,230.00 allocated for sports equipment, $641.25 allocated for instructional/behavior modification videos and $1,000.00 for student transportation vouchers.

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.

N/A

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
Clark, Theron	Principal
Baptiste, Belinda	Instructional Coach
Campbell-McLemore, Mesha	Instructional Coach
Young, Tabitha	Assistant Principal
Nortelus, Joella	Instructional Coach

b. Duties

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

The LLT will work to increase the capacity of all staff members on reading strategies that can be used across the curriculum to enhance comprehension and critical thinking skills. Coaches will provide teachers with support on infusing visual aids, multimedia sources, diagrams, text sets and graphic organizers during instruction.

Additionally, reading coaches will provide in-class support to teachers in gaining a deep understanding of the Language Arts Florida Standards (LAFS) in order to plan for rigorous literacy instruction.

The team will monitor implementation of cross-curricular reading strategies and make adjustments as needed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §1114(b)(7)(A)(iii)(IV).

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

Teachers assigned to TGK have a unique setting and schedule that prohibits common planning. As such, administration works to reduce teacher isolation by providing opportunities for teachers to collaborate and receive professional development on district-designated early release days.

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

Administration has an open-door policy which creates a positive working environment. They ensure teachers feel supported and provide them with assistance as needed.

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

Although the school does not employ an official mentoring program, all teachers have access to support from an instructional coach for assistance upon request.

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.

Teachers at TGK use district-adopted instructional materials (text books, pacing guides, content-area supplemental resources) that are aligned to the Florida 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.

Assessment data is used to modify the instructional delivery and materials in the classroom. Remediation for deficiencies is often conducted one-on-one utilizing supplementary materials aligned to the standards that provide additional scaffolding support. Students who demonstrate achievement at a high level on a particular learning objective are given opportunities for enrichment.

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

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

Miami-Dade County Public Schools partnered with the Juvenile Justice System as well as with
several community partners to provide transitional services assisting adjudicated students in their
transition back to appropriate educational settings. At one centralized location, students that have
been released from adjudication by the Justice System are referred to the One Stop Center to receive
an educational assessment by one of our transition specialists. Students will also have access to
community service agencies for additional support. The following services are provided:
• Comprehensive multi-disciplinary educational assessment and advisement;
• Referral to appropriate Miami-Dade County Public Schools support services;
• Transition advisement and placement in a K-12 or high school completion program;
• Educational case management and academic progress monitoring;
• Specialized services that utilize family and community interventions;

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.***

Guidance counselors meet with students individually to review their academic progress and discuss
career goals and aspirations. One Stop Centers also educates students and their parents about post-
secondary opportunities.

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

N/A

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

The newly adopted Florida standards prepare students to be career and post-secondary education
ready. We ensure the standards are taught with fidelity.

***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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Students and their caregivers will receive the necessary support needed for successful transition from alternative settings to a traditional school or post-secondary educational environment.

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. Students and their caregivers will receive the necessary support needed for successful transition from alternative settings to a traditional school or post-secondary educational environment. `1a`

🔍 G097080

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	

Targeted Barriers to Achieving the Goal `3`

- In the past, gaps existed in the support of students upon release from an adjudicated program to an appropriate educational setting.

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

- One Stop Educational and Community Service Center

Plan to Monitor Progress Toward G1. `8`

Administration will utilize student climate surveys and exit interviews to ensure progress is made toward meeting the goal.

Person Responsible
Theron Clark

Schedule
Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion
Survey results and student records to include documents completed by One Stop staff.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

G1. Students and their caregivers will receive the necessary support needed for successful transition from alternative settings to a traditional school or post-secondary educational environment. `1`

🔍 G097080

> **G1.B1** In the past, gaps existed in the support of students upon release from an adjudicated program to an appropriate educational setting. `2`
>
> 🔍 B261160
>
> > **G1.B1.S1** Students will receive an educational assessment and transition advisement and placement in a K-12 or high school completion program `4`
> >
> > 🔍 S276510
> >
> > ### Strategy Rationale
> >
> > Students who are supported with case management services upon release from an adjudicated program have a higher probability of re-entering traditional settings successfully.
> >
> > #### Action Step 1 `5`
> >
> > As part of the release process, students will be referred to the One Stop Educational and Community Service Center where they will receive a battery of support options.
> >
> > **Person Responsible**
> >
> > Theron Clark
> >
> > **Schedule**
> >
> > Monthly, from 8/28/2017 to 6/7/2018
> >
> > ***Evidence of Completion***
> >
> > Referral documentation and case management notes.

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

Administration will conduct follow-ups with One Stop staff to ensure timely communication with students and their families and ensure all documentation is completed correctly.

Person Responsible

Theron Clark

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Student records to include documents completed by One Stop staff.

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

Administration will utilize school climate survey and review One Stop counselor case management notes.

Person Responsible

Theron Clark

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Survey results and student records to include documents completed by One Stop staff.