Secondary Student Success Center 804

2017-18 Schoolwide Improvement Plan

Secondary Student Success Center 804

7100 NW 17TH AVE, Miami, FL 33147

outreach.dadeschools.net

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 6-12	Yes	88%

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	2013-14
Grade	F*	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.

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 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 Secondary Student Success Center 804

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.

Student teacher relationships are built by dialogues with teachers, students and their guardian(s). At the S3C centers, the process starts during the interview process where background inquiries are made, learning habits are learned, 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 course completion goals. 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 about a sensitive matter. Students benefit from the various support networks provided by education and program personnel. This helps build a family like environment in the classroom that fosters trust and mutual respect.

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. Moreover, each site implements protocols for arrival, dismissal and movement throughout the building in which they are situated where students never go unsupervised by an adult staff member.

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.

As a requirement to entering the S3C program, an EAOP staff member sits with students and their guardian(s) to explicitly review the district Code of Student Conduct as well as site-specific guidelines and procedures for expected classroom behaviors and disciplinary incidents.

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-counselors 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Our program is a collaboration of various education settings under the Educational Alternative Outreach Program (EAOP, 13-8017). As such, EWS data is not specific to S3C students, but all students under EAOP. However, all students enrolled in the S3C program must meet the requirement of course failure in ELA or Math.

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	5	1	2	1	7	16	1	3	1	2	39
Level 1 on statewide assessment	0	0	0	8	7	8	4	22	44	12	22	22	13	162

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	8	8	7	5	22	47	5	5	16	9	132

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

• Attendance: Various intervention strategies such as behavior recognition programs, field trips and special lunch days are used as incentives to improve student attendance. However, a call is placed to the student's home after a three consecutive days absence. If contact with a caregiver is not made, a home visit is conducted by our school social worker to investigate the matter and provide assistance if needed.

• Suspension: All efforts are made to prevent disciplinary incidents through behavior management protocols and counseling. As a last resort, students are referred to the Student Success Center as an alternative to outdoor suspension.

• Course failure in ELA of Math and/or Level 1 on statewide assessments: Students receive remediation through enrollment in an intensive reading and/or math course where research-based instructional materials are used to supplement the core curriculum. The purpose of the program is to provide students with the opportunity to recoup through credit recovery.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/447899.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

EAOP builds partnerships with many community agencies that support our various programs 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
Alonso, Nadeshka	Instructional Coach
Baptiste, Belinda	Instructional Coach
Breslaw, Fior	Psychologist
Cancio, Leonardo	SAC Member
Gonzalez, Alejandro	Instructional Technology
Garrote, Rolando	School Counselor
Nortelus, Joella	Instructional Coach
Lopez-Perez, Vivienne	Other
Wynne, Dan	Teacher, K-12
Perez de Ayllon, Nidia	Administrative Support
Campbell-McLemore, Mesha	Administrative Support

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.

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, is 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; 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 as well as extended learning opportunities. 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.

Title I, Part D
Counseling services are coordinated for students who have excessive absences in alignment with the district Drop-out Prevention programs.

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 and youth.

Title IX, Part A- 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.

• EAOP's Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• EAOP's Homeless Liaison is 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
• EAOP adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• 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
Career and Technical Education
Partnerships have been established with career and technical colleges throughout the district to afford students with the oopportunity to learn about post-secondary carerr and education opportunities. As a component of the collaboration, students learn how to acquire the skills necessary to take advantage of those opportunities.

Job Training
N/A

Other
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
Theron A. Clark, EdD.	Principal
Leonardo Cancio	Teacher
Daniel Wynne	Teacher
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Liliane Jean-Louis	Education Support Employee
Enrique Garcia	Business/Community
Lance Williams	Business/Community
Lynn Atkinson	Teacher
Alfred Williams	Business/Community
Daniel Puder	Business/Community
Jaime Paradise	Business/Community
Luis Ceruti	Business/Community
Cynthia Quispe	Student
Mary Castellon	Teacher
Ben Cabell	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.

Sports equipment - $ 1,230.00
Behavior modification instructional videos - $ 641.25
Student Transportation Vouchers - $ 1,000.00

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

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

S3C teachers are located at various school sites across the district and have unique settings that prohibit common planning. As such, administration works to reduce teacher isolation by providing opportunities for teachers to collaborate and receive professional development on early 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.

EAOP has an open-door policy which creates a positive working environment. Administration ensures teachers feel supported and provides 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.

S3C utilizes Edgenuity which is a district-approved, standard aligned computer assisted instruction (CAI) program. Supplementary materials used to provide remediation are also 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.

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. Remediation for deficiencies is conducted in small groups utilizing supplementary materials aligned to the standards that provide additional scaffolding support.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Following are the descriptors of transition:
No transition while in middle school
Transition initiated when credit recovery is 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.

The S3C has established a partnership with the post-secondary education center whose campus the program is housed. This conveniently serves as an opportunity for students to tour the campus and learn about the programs offered. Additionally, guidance counselors meet with students individually to review their academic progress and discuss career goals and aspirations and provide them with the support needed to move forward.

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

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. A Positive Behavior Interventions & Supports (PBIS) system will be implemented to reduce the number of disciplinary incidents and promote student achievement towards successful completion of academic courses.

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. A Positive Behavior Interventions & Supports (PBIS) system will be implemented to reduce the number of disciplinary incidents and promote student achievement towards successful completion of academic courses. 1a

🔑 G097084

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	
Attendance rate	

Targeted Barriers to Achieving the Goal 3

- S3C Centers do not have a program-wide PBIS system to implement with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data: -Edgenuity -Attendance -Student Case Management Referrals

Plan to Monitor Progress Toward G1. 8

Data to include course completion tracking, student case management referrals and attendance will be monitored and analyzed for PBIS impact.

Person Responsible
Tabitha Young

Schedule
Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion
Data binder with reports used to analyze effectiveness of implementation.

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. A Positive Behavior Interventions & Supports (PBIS) system will be implemented to reduce the number of disciplinary incidents and promote student achievement towards successful completion of academic courses. 1

🔑 G097084

G1.B1 S3C Centers do not have a program-wide PBIS system to implement with fidelity. 2

🔑 B261164

G1.B1.S1 A PBIS system will be developed to implement with fidelity. 4

🔑 S276514

Strategy Rationale

PBS is effective in promoting positive behavior which leads to increased time engaged in academic activities and improved academic performance.

Action Step 1 5

A Committee will develop a site-specific PBIS system and conduct monthly meetings to monitor preliminary effects of implementation.

Person Responsible

Sabrina Waters

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

PBIS plan

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

Administration will review PBIS related reports from teachers

Person Responsible

Tabitha Young

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

PBIS plan and implementation reports

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

Classroom walkthroughs will be conducted to look for evidence of implementation.

Person Responsible

Tabitha Young

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Classroom walk through logs.

IV. Implementation Timeline					
Source	**Task, Action Step or Monitoring Activity**	**Who**	**Start Date (where applicable)**	**Deliverable or Evidence of Completion**	**Due Date/ End Date**
2018					
G1.MA1 🔑 M400744	Data to include course completion tracking, student case management referrals and attendance will...	Young, Tabitha	10/2/2017	Data binder with reports used to analyze effectiveness of implementation.	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M400742	Classroom walkthroughs will be conducted to look for evidence of implementation.	Young, Tabitha	10/2/2017	Classroom walk through logs.	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M400743	Administration will review PBIS related reports from teachers	Young, Tabitha	10/2/2017	PBIS plan and implementation reports	6/7/2018 monthly
G1.B1.S1.A1 🔑 A372600	A Committee will develop a site-specific PBIS system and conduct monthly meetings to monitor...	Waters, Sabrina	10/2/2017	PBIS plan	6/7/2018 monthly

V. Professional Development Opportunities

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

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	A Committee will develop a site-specific PBIS system and conduct monthly meetings to monitor preliminary effects of implementation.	$0.00
		Total:	$0.00