Triad

2018-19 Schoolwide Improvement Plan

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Triad

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	60%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Triad School provides an alternative educational experience, helping at risk students achieve academic and social success while working towards their college and career educational goals.

Provide the school's vision statement.

Triad is committed to building personal connections with its students while providing the pathways and academic means for all students to become lifelong learners and productive citizens within their local and global communities.

School Leadership Team

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

Name	Title
Ritter, Melanie	Principal
Boles, Luke	Teacher, K-12
Decato-Flaherty, Kara	School Counselor
MCleod, Ashley	Teacher, K-12
Guinther, Therese	Teacher, ESE
McNamee, Heather	Paraprofessional

Duties

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

The leadership team at Triad is comprised of administration, guidance , teachers and behavior specialist. The team meets weekly to analyze relevant data identifying tier 1 instructional needs, designing plans for differentiation and behavior support then developing our professional development needs. This year the Administrative team planned and facilitated several different professional development opportunities for staff during the pre- planning week. During the academic year teachers will participate in CHAMPS, a proactive and positive approach to classroom management and Discipline in the Secondary Classroom. All Behavior Technicians will participate in the same PD and be trained in CPI (Crisis Prevention and Intervention) techniques. The second semester will be focused on Visible Learning and Peer Observations.
Our guidance counselor will attend district mandated counseling meetings, provide individual, group and family counseling along with academic counseling.

Early Warning Systems

Year 2017-18

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	3	1	10	3	1	0	18
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	5	7	9	7	2	0	30

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	2	1	6	2	1	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	6	0	1	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	0	4	1	0	0	6

Date this data was collected
Thursday 10/11/2018

Year 2016-17 - As Reported

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	3	7	5	7	8	5	2	37
One or more suspensions	0	0	0	0	0	0	6	24	26	24	22	14	7	123
Course failure in ELA or Math	0	0	0	0	0	0	1	2	5	2	0	2	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	2	11	9	10	8	2	0	42

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	6	11	9	10	8	5	2	51

Year 2016-17 - Updated

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	3	7	5	7	8	5	2	37
One or more suspensions	0	0	0	0	0	0	6	24	26	24	22	14	7	123
Course failure in ELA or Math	0	0	0	0	0	0	1	2	5	2	0	2	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	2	11	9	10	8	2	0	42

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	6	11	9	10	8	5	2	51

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data indicates that the area that performed the lowest was the ELA Proficiency in grades 8,9 and 10. Our 9 grade students Proficiency decreased by 17%, 8 grade and 10 grades increased, however well below the district and state averages.

Which data component showed the greatest decline from prior year?

9th grade ELA showed the greatest decrease by 17%

Which data component had the biggest gap when compared to the state average?

All of Triads scores are way below state averages

Which data component showed the most improvement? Is this a trend?

10 grade ELA had a 36% Proficiency rate in Spring 2018 compared to 0% in 2017.

Describe the actions or changes that led to the improvement in this area.

Triad provided support to students through its academic support in ELA
Data driven lesson plans
Small group instruction
Achieve 3000

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	67%	56%	0%	62%	52%
ELA Learning Gains	0%	57%	53%	0%	52%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	41%	38%
Math Achievement	0%	69%	51%	0%	58%	43%
Math Learning Gains	0%	52%	48%	0%	43%	39%
Math Lowest 25th Percentile	0%	53%	45%	0%	39%	38%
Science Achievement	0%	77%	67%	0%	70%	65%
Social Studies Achievement	0%	79%	71%	0%	77%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (3)	0 (7)	0 (5)	0 (7)	0 (8)	0 (5)	0 (2)	0 (37)
One or more suspensions	0 (6)	3 (24)	1 (26)	10 (24)	3 (22)	1 (14)	0 (7)	18 (123)
Course failure in ELA or Math	0 (1)	0 (2)	0 (5)	0 (2)	0 (0)	0 (2)	0 (0)	0 (12)
Level 1 on statewide assessment	0 (2)	5 (11)	7 (9)	9 (10)	7 (8)	2 (2)	0 (0)	30 (42)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	63%	-63%	52%	-52%
	2017	0%	65%	-65%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	62%	-62%	51%	-51%
	2017	20%	64%	-44%	52%	-32%
Same Grade Comparison		-20%				
Cohort Comparison		0%				
08	2018	30%	70%	-40%	58%	-28%
	2017	9%	65%	-56%	55%	-46%
Same Grade Comparison		21%				
Cohort Comparison		10%				
09	2018	21%	66%	-45%	53%	-32%
	2017	38%	64%	-26%	52%	-14%
Same Grade Comparison		-17%				
Cohort Comparison		12%				
10	2018	36%	65%	-29%	53%	-17%
	2017	0%	62%	-62%	50%	-50%
Same Grade Comparison		36%				
Cohort Comparison		-2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	0%	66%	-66%	52%	-52%
	2017	0%	66%	-66%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	21%	73%	-52%	54%	-33%
	2017	29%	54%	-25%	53%	-24%
Same Grade Comparison		-8%				
Cohort Comparison		21%				
08	2018	18%	63%	-45%	45%	-27%
	2017	0%	75%	-75%	46%	-46%
Same Grade Comparison		18%				
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	19%	62%	-43%	50%	-31%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017	0%	69%	-69%	63%	-63%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	35%	80%	-45%	71%	-36%
2017					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	76%	-76%	68%	-68%
2017	0%	73%	-73%	67%	-67%
Compare		0%			
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	0%	77%	-77%	62%	-62%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	21%	71%	-50%	60%	-39%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	71%	-71%	56%	-56%
2017	10%	70%	-60%	53%	-43%
Compare		-10%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math support for all students below level 3 in all subgroups.
Rationale	In 2018 Triad had less than 21% of Middle and High School students perform at district or state averages for math achievement, learning gains and our lowest quartile students. Our minority students and students with disabilities has also seen a decline in proficiency.
Intended Outcome	By 2019 the goal is to see a 5% increase in math proficiency, learning gains for all students. We also plan to see a decrease in Algebra and Geometry failures.
Point Person	Kara Decato-Flaherty (kara.decato-flaherty@sarasotacountyschools.net)
Action Step	
Description	Triad's master schedule was created to allow for teacher impact for all students. We offer I-Ready, Kahn Academy, Algebra Nation and tutoring. Students are on a block schedule for Math. We offer extended tutoring during school by mentors and teachers during Advisory and planning periods. At the end of each quarter, a list with low or failing grades in Alg 1 or Geometry will be generated to identify students in need of additional interventions and support. We will offer additional tutoring and support prior to EOC's. We will offer PERT boot camp and support for first time test takers. Some of our students are scheduled for both Intensive math and Alg 1A and B. Students receive direct instruction in grades 7 and 8, students in grades 9-12 are enrolled in Apex and direct instruction.
Person Responsible	Kara Decato-Flaherty (kara.decato-flaherty@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	*Teacher lesson plans *Observations *SCIP Mentor support * Progress reports and *Quarterly grades *Benchmark testing *PERT scores *Student grades *Alg 1 and Geometry scores/grades
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Activity #2	
Title	English/Reading Support for all students below level 3 in all subgroups
Rationale	In 2018 Middle and High school less than 40% of students were proficient in Reading and ELA. Triad continues to score below state and district averages for ELA achievement. There has been a decline in proficiency for black students and students with disabilities, this is also true for learning gains.
Intended Outcome	By 2019 the goal is to see a 4% increase in ELA proficiency and learning gains for our black students and students with disabilities.
Point Person	Therese Guinther (therese.guinther@sarasotacountyschools.net)
Action Step	
Description	Our Master schedule reflects a critical role in setting up students for interventions, teacher - student ratio are low. Teachers are able to offer more one-one instruction, small groups and remediation. The schedule allows for a block of Intensive reading and ELA, with focus on FSA and EOC tutoring and formative assessments. At the end of each quarter a list of failures will be generated to identify those students who need additional support and tutoring. Benchmark
Person Responsible	Therese Guinther (therese.guinther@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	* Lesson Plans *Quarterly grades in ELA and reading * Grades for students participating in block classes * ELA EOC data * Benchmark testing *APEX monitoring
Person Responsible	Therese Guinther (therese.guinther@sarasotacountyschools.net)

Activity #3	
Title	Create a Culture of Safety and Security where all students and staff feel valued and safe
Rationale	The environment at Triad can be very disruptive, all students in attendance have committed expellable offenses, the majority of the students have history of violent and disruptive behaviors. Several students are actively involved in the Juvenile Justice system had have assigned Probation Officers.
Intended Outcome	By the year 2019 Triad will decrease the number of disruptive behavior referrals and out of school suspensions by 10%.
Point Person	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Action Step	
Description	*Triad has developed a School Wide Support Team (SWST) the team meets every Thursday to discuss students of concern, both academically and behaviorally. Recommendations for FBA's, BIP's and further services are recommended to support the students needs.

*Triad has added a full time School Resource Officer, the SRO will support a safe and secure learning environment. He will participate on our PBIS team and assist with school-wide discipline and safety and security.

*Our school-wide Positive Behavior International Support Plan will help support and recognize student behaviors on a weekly bases.

*We have a partnership with Teen Court to provide counseling services and community service opportunities as well as Anger Management support

*Coastal Behavior Program supports our students through Drug Free Youth (D-FY) which is a volunteer program for our students to participate in and receive rewards for sustaining a drug free life.

*CHAMPS training school - wide for teachers, support staff and behavior techs will help develop a culture of respect, common language and expectations .

*Discipline in the Secondary Classroom will be offered to high school teachers to help focus on classroom management and expectations.

*The Civility Squad will be implemented to teach students how to be civil to one another by doing one good deed at a time. Students will be recognized for Kind Civil Acts of Duties.

*Dr. Javar Godfrey will provide an outreach program for all students and staff. He will be on our campus weekly for the entire academic year. Dr. Godfrey will focus on academic achievement, dropout prevention, and self image through a series of student seminars group activities, interactive discussions and student journaling. Sessions range from, bullying prevention, anger management, leadership development, Self-discovery, social media, drug and alcohol abuse, goal setting (academically and behaviorally) sexual abuse and re-direction. He will also be involved with our PBIS team and have data chats with students and teachers. Dr. Godfrey will provide an outreach program for parents on a quarterly basis.

* Development of a positive culture through Civility Squad Training. |

Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	*PBIS will track students behaviors and provide direct feedback and recognition, including grade level student of the week and students of the month. *SWST provide additional services to help students earn academic and behavior success. *CHAMPS Discipline in the Secondary Classroom is designed to decrease the amount of teacher written referrals and increase positive student interactions *Civility Squad will increase the morale and school climate by focusing on Kind Civil Acts., weekly recognition *Dr. Godfrey in alignment of our behavior goals will guide students through appropriate decision making skills, which will help decrease teacher written referrals and number of suspensions.
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Activity #4	
Title	Decrease the number of students with 10 or more absences.
Rationale	This year Triad's attendance has been difficult to maintain do to the fact that we have had several students enrolled to us you have been DNE's. We had a difficult time with drawing them because we were trying to locate them. Additionally, we have had 6 or more students with 10 or more absences. We have sent truancy workers to the residence and have had each of the students on SWST. We send home attendance letters for 9 or more absences. We will host Recognition for Renaissance students who have had 3 or less absences per quarter Work with Truancy worker and families to encourage regular attendance.
Intended Outcome	*By 2019 we will decrease chronic absenteeism by 8%. Currently we are 87% days present. *By 2019 we will decrease the number of students who have 10 or more absences, currently we have 14 students with 10 or more absences.
Point Person	Kara Decato-Flaherty (kara.decato-flaherty@sarasotacountyschools.net)

Action Step	
Description	*Weekly SWST meeting to identify chronic absent students *Letters home for 9 or more absences *Quarterly Renaissance Recognition for perfect attendance and less then 3 absences. *Truancy referrals for attendance (9 or more absences) *Parent conference ass needed per student issues/attendance *Juvenile Probation Officer communication and meetings *Guidance meetings to discuss attendance and college and career readiness goals. *Attendance contracts for increased attendance and incentives *Advisory daily with Behavior Tech and goal setting *Mentors bi-weekly meeting *Other service referral through the YMCA, Teen Court, Brother Hood to Men *Dr. Godfrey student seminars *ALSO (LGBTIQ support) *D-FY weekly meetings and volunteer urinalysis test for positive incentives for clean urine. *First Step referrals and counselling support * Coastal referrals and counseling support *SRO mediation/mentoing
Person Responsible	Kara Decato-Flaherty (kara.decato-flaherty@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	*Run weekly attendance reports *SWST *Positive quarterly recognition *Mentoring check in meetings *Counseling services *Parent conference *Daily District generated Loud mouth phone calls
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Activity #5	
Title	Decrease the number of Out of School Suspensions
Rationale	100% of the student population enrolled are here for expellable offenses ranging from disruptive behaviors, off campus felony charges, battery, robbery, attendance, drugs and alcohol and other zero tolerance offenses. The focus during the 2018-2019 school year is on increasing academic success and credit completion, along with preparing the students be successful upon returning to their districted schools.
Intended Outcome	*By 2019 we will decrease the number of Out School Suspensions by 5%, and focus on Restorative Strategies to help students make informed and positive decisions.
Point Person	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Action Step	
Description	*All staff will be trained in CHAMPS which will help teachers mange their classrooms and focus on positive relationships with all students. *Behavior Technicians will be trained in CPI and will utilize the training to help verbally de-escalate students and re-direct behaviors. *Teen Court is housed on our campus every Wednesday and will meet with students for anger management support. *The YMCA Ropes course and Character Education instruction will be offered monthly to individual and groups of students. *The Master schedule was created per students needs both academically and social emotionally. *SWST meets every Thursday to discuss students academics and behaviors. *TAG, Teaching a Generation counselor Dr. Godfrey will meet with students every Wednesday to provide social emotional support in areas of academics, behavior, social media, alcohol and drug abuse. He will also host a monthly parent meeting. *PBIS program will recognize positive behaviors and foster positive relationship between teachers, behavior techs and students. *Students are referred to outside agencies for additional mental health counseling. *Full time SRO will help to increase safety and security and build relationships with all students. *District support to implement and facilitate Restorative Circles. *Advisory every day for all students focused on Character Education curriculum. *Administrative Referrals to Teen Court in lieu of OSS
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	*Mental Health referrals for additional support *Weekly SWST meeting to monitor behaviors and academics *Lunch detentions *Teacher related classroom referrals to help reduce the number of written referrals. *Monthly Renaissance recognition assemblies. *Quarterly parent meetings with Dr. Godfrey *PBIS data *Student of the Week (Rising STARS) Students ,Taking, Absolute, Responsibility for Success *Weekly meeting with students Juvenile Probation officers (JPO)
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

100% of parents will meet with the Principal and guidance counselor prior to entering the program to develop an initial academic and service plan. 100% of parents will be invited to Orientation Night, Title 1 Open Houses, Family Literacy Nights, Data Chats and Testing Information Night. Each semester, 100% of parents will be invited to schedule a parent/teacher conference and parent meetings will be held throughout the school upon request. Family counseling is provided on an as needed/request basis. Parents will be invited to participate in the School Advisory Council and Parent Counseling sessions facilitated by a certified Mental Health Counselor It is expected that 100% of parents will participate in one or more of these parent involvement opportunities. The program offers alternate meeting times to meet parent needs and will assist with transportation.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Triad staffing includes licensed mental health counselors and guidance counselors who provide individual, family, group and crisis counseling. Behavior Intervention Specialists provide students with support throughout the school day and guide students toward meeting behavior expectations. Partner agencies provide on-site mentoring services, grief counseling (Tidewell Hospice), services for homeless students (School House Link), health/sexual education (Health Department and Planned Parenthood), and substance abuse counseling. Teen Court and Drug Free Youth are also partner agencies. Student referrals are made for additional services, such as residential dual-treatment programs and community-based mental health agencies.

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

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

Triad provides credit retrieval opportunities for students who have fallen behind their cohort. Curriculum is offered through APEX computer course and Direct Instruction. Students are also encouraged to enroll in Florida Virtual School to earn additional credits to those earned during the school day.

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

Transitional meetings are planned for those students returning to their districted schools, students will be monitored by TRIAD to assure they are meeting their graduation goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Due to low enrollment at our school, course offerings are limited to core academic course with one elective period. For additional courses, students are encouraged to enroll in Sarasota Virtual Academy, and Florida Virtual School, and technical programs. Every student has an advisory period on their schedule, this allows for college and career awareness and guidance in preparation for post secondary plans. The program conducts a Career Day each semester that provides students with the opportunity to talk with college counselors and professionals in various career fields.

Part V: Budget	
Total:	$31,264.00