Miami-Dade County Public Schools

Turner/Guilford/Knight

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	No	18%

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*

School Board Approval

This plan is pending approval by the Dade 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.

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

Provide the school's vision statement.

We strive to foster relationships with community partners through innovation, opportunity and access to assist with eradicating the school to jail house pipeline, which is prevalent in our communities.

School Leadership Team

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

Duties

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 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.

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	5	11	20	5	6	4	7	58
One or more suspensions	0	0	0	0	0	0	1	3	4	0	1	2	0	11
Course failure in ELA or Math	0	0	0	4	3	1	8	24	26	3	3	3	4	79
Level 1 on statewide assessment	0	0	0	17	9	13	17	38	48	10	20	12	10	194

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	12	14	11	20	50	76	31	27	30	67	338

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	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/18/2018

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	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	

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	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	

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?

When specifically comparing the 2017 and 2018 English Language Arts Florida Standards Assessments (FSA ELA), performance was lowest in the Integration of Knowledge and Language and Editing Task reporting categories. Students' performance mirrored that of the district that also experienced decreased performance in the aforementioned reporting categories.

Which data component showed the greatest decline from prior year?

Integration of Knowledge and Ideas showed the greatest decline with a 5 point drop on average.

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

When compared to state average, Key Ideas and Details had the biggest gap.

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

Key Ideas and Details showed the most improvement. This seems to be a trend as District data shows the most improvement in this reporting category as well.

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

During the 2016-2017 school year, teachers, with the support of reading coaches, conducted differentiated instruction in writing with an emphasis on text-based writing which requires the identification of key ideas and details within a text. The support was guided and monitored by the administrative team who also conducted data chats with teachers to ensure strategic and data driven planning and instruction was being implemented.

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	Goal Setting and Data Chats: Professional Development
Rationale	Research shows a trend of improved academic achievement when students are aware of and track their own progress. (Marzano, 2017).
Intended Outcome	Teachers across all content areas will conduct data chats and goal setting sessions with students which will lead to a 5% increase on the average performance in the Key Ideas and Details reporting category.
Point Person	Tabitha Young (tyoung@dadeschools.net)
Action Step	
Description	Instructional coaches will conduct a professional development session on data collection and dis-aggregation, and progress monitoring techniques.
Person Responsible	Joella Nortelus (nortelus@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The administrative team will review the professional development presentation developed by the instructional coaches as well as observe the delivery of the professional development. Evidence collected will be the sign-In sheet and professional development materials (agenda, participant handouts).
Person Responsible	Tabitha Young (tyoung@dadeschools.net)

Activity #2	
Title	Goal Setting and Data Chats: Instructional Coaching Support
Rationale	The in-class support provided to teachers will assist them in developing a system of data analysis to drive data chats with students.
Intended Outcome	Teachers will conduct data chats with students after classroom and district based assessments to empower students to track their academic performance and growth.
Point Person	Tabitha Young (tyoung@dadeschools.net)
Action Step	
Description	Instructional coaches will provide teachers with job-embedded professional development via coaching cycles and planning sessions on how to effectively conduct data chats and goal setting sessions with students.
Person Responsible	Joella Nortelus (nortelus@dadeschools.net)
Plan to Monitor Effectiveness	
Description	Administration will meet with teachers and instructional coaches to analyze assessment data, discuss classroom observations and review coaching support logs to ensure a clear alignment with instructional support to the implementation of data chats and progress being made toward the improvement of student achievement.
Person Responsible	Tabitha Young (tyoung@dadeschools.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.

N/A

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.

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.

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;

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.

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.