
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	7
Title I Requirements	8
Budget to Support Goals	0

Secondary Student Success Center 802

750 NW 20TH ST, Miami, FL 33127

outreach.dadeschools.net

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	94%

School Grades History

Year	2013-14
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 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
Baptiste, Belinda	Instructional Coach
Nortelus, Joella	Instructional Coach
Campbell-McLemore, Mesha	Instructional Coach
Wynne, Dan	Teacher, K-12
Young, Tabitha	Assistant Principal
Perez de Ayllon, Nidia	Administrative Support
Waters, Sabrina	Teacher, K-12
Breslaw, Fior	Psychologist
Alonso, Nadeshka	Other
Cancio, Leonardo	Teacher, K-12
Lopez-Perez, Vivienne	Administrative Support

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	0
Retained Students: Previous Year(s)	0	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	0
One or more suspensions	0	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

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	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

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.

Parent/Student interview prior to acceptance

Open house at each site

Teacher call parents as needed

Student take home monthly progress report

Parents have option of receiving weekly progress report by email

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.

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.

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

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

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.