

Miami-Dade County Public Schools

Stellar Leadership Academy



2019-20 Schoolwide Improvement Plan

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Stellar Leadership Academy

7900 NW 27TH AVE # F20, Miami, FL 33147

www.lifeskillscenters.com

Demographics

Principal: Angel Chaisson

Start Date for this Principal: 10/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12
Grade		

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<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.

Stellar Leadership Academy provides a quality, empowering and personalized educational choice options for at risk and under-served students in grades 9-12.

Provide the school's vision statement.

To educate, train and inspire our students in a learning environment that models the values of integrity, teamwork, perseverance and personal responsibility, and where respect is the foundation of productive relationships, such that each of our graduates possesses the knowledge and character to meet the challenges of learning, working and living in the 21st Century.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Barber, Floyd	Assistant Principal	The Assistant Principal and Intervention Specialist coordinates and facilitates the SST process and SST Intervention Plan. The AP and Intervention Specialist will provide support to the principal to ensure that the instructional personnel successfully implements all RtI goals as it relates to student achievement, interventions, professional development, and all other school based decisions. The Exceptional Student Education (ESE) Coordinator, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Kemp, Angela	Dean	The Student Services Dean, will schedule and facilitate regular RTI and Literacy Team Meetings. He ensures that all members attend the meetings and follows up with progress monitoring of the action steps. He monitors the implementation of the schools RtI model which is used as a three-tiered approach to interventions in the areas of academics and behavior. He reviews data to determine appropriate interventions. In addition, he ensures that parents are provided sufficient information regarding the reading level of their child and makes recommendations for before / after school intervention sessions.
Young, Ashley	Teacher, K-12	The Reading Teacher, provides guidance on 9-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Chaisson, Angel	Principal	The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff ensures implementation of intervention support and documentation. The principal ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities. The principal approves and allocate the resources as well as ensure that all SIP planning is completed and properly executed.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	15	56	84	43	198	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	21	47	22	98	
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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 9/10/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	15 (0)	56 (0)	84 (0)	43 (0)	198 (0)
Attendance below 90 percent	8 ()	21 ()	47 ()	22 ()	98 (0)
One or more suspensions	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	2%	55%	-53%	55%	-53%
	2018	6%	54%	-48%	53%	-47%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	3%	53%	-50%	53%	-50%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	68%	-63%	67%	-62%
2018	12%	65%	-53%	65%	-53%
Compare		-7%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	71%	-66%	70%	-65%
2018	0%	67%	-67%	68%	-68%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	59%	-59%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018	0%	54%	-54%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD										8	
ELL		14								23	
BLK		13								8	
HSP		29						7		24	
FRL		19			20			3		13	23
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	8
Percent Tested	73%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	12
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	4
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	12
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance data component is the ELA/Reading component of the FSA. Contributing factors to this low performance are the vast gaps in student reading comprehension and school attendance to address the academic deficits.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There wasn't a great decline in the area of ELA/Reading; however, the data displays that ELA/Reading is the area of the most concern. The data highlights that ELA/Reading data had limited to no change; however it was still very low. The factors contributing to this are learning gaps and student attendance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gaps are in the area of ELA/Reading and attendance.

Which data component showed the most improvement? What new actions did your school take in this area?

The area of that showed the most improvement is Math. The school has provided targeted interventions that have helped in addressing this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Student attendance/truancy and enrolled students that are off-cohort for graduation. Students entering the school are several credits behind their graduation cohort and demonstrate chronic absenteeism

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading/ELA
2. Attendance Rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum.</p> <p>Students and their teachers are better able to appraise how well they grasp information and where deeper elaboration of key concepts is needed. Students are able to take small pieces of content and analyze it for patterns and connections. In the long run, students who use writing as a technique to learn content have their skills as thinkers developed.</p>
Rationale	<p>Organization, summary, and analysis of content become easier for students, producing richer understandings. Students become more practiced at using writing to communicate their learning and thinking.</p> <p>Writing is used to initiate discussion, reinforce content, and model the method of inquiry common to the field. Writing can help students discover new knowledge—to sort through previous understandings, draw connections, and uncover new ideas as they write.</p>
State the measurable outcome the school plans to achieve	Students will demonstrate overall improved performance in English Language Arts and Reading, specifically writing. Students will increase proficiency by 25% as demonstrated on the grade-level state assessment in ELA/Reading.
Person responsible for monitoring outcome	Angel Chaisson (937051@dadeschools.net)
Evidence-based Strategy	Students will receive small group instruction to teach strategies in their weakest reporting category to identify key terms and academic vocabulary.
Rationale for Evidence-based Strategy	Students will take ownership of the vocabulary and it will be infused in their writing which will show mastery.
Action Step	
Description	<p>1. Key Ideas and Details: Students will use grade level appropriate text that provide opportunities: • To practice using and identifying details from the passage to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>2. To practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>3. Use graphic organizers to see patterns and summarize the main points.</p> <p>4. To understand how patterns support the main idea, character development, and author's purpose.</p> <p>5. To practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text</p> <p>6. Vocabulary: Students will use a variety of activities working with sets of words</p>

that are
semantically related.

7. Students will use strategies in reference deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Person Responsible Ashley Young (ayoung@stellarleadershipacademy.org)

#2	
Title	CELLA reading, specifically Vocabulary was an area students struggled with due to language barriers. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary
Rationale	For English language learners (ELLs), vocabulary development is especially important. Knowing vocabulary words is key to reading comprehension. The more words an ELL student knows, the better that student will understand the text. Using a variety of effective teaching methods will increase the student's ability to learn new words.
State the measurable outcome the school plans to achieve	Consistent monitoring of student progress/data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content. This will be evidenced through increased student performance on the CELLA assessment by 20%.
Person responsible for monitoring outcome	Angel Chaisson (937051@dadeschools.net)
Evidence-based Strategy	Build academic vocabulary in English through small group direct instruction across the Language Arts curriculum.
Rationale for Evidence-based Strategy	<p>Key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.</p> <ul style="list-style-type: none"> • Students will use context clues to determine the meaning of unfamiliar words. • Students will explain how text features (e.g. charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid readers understanding • Instructional strategies will include, but not limited to: - Modeling - Think Aloud - Use Task Cards - Focus on Key Vocabulary - Vocabulary with Context Clues - Vocabulary Improvement Strategy (VIS) - Use Multiple Meaning Words - Interactive Word Walls - Use of Cognates - Word Banks/ Vocabulary Notebooks - Structural Analysis - Heritage Language/English Dictionary
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide ongoing opportunities to plan within and across grade levels on comprehension, so that there is implementation of written response strategies for ELLs in the Language Arts/Reading classes on a weekly basis. 2. Provide interventions to address the needs of ELL students identified in need of additional support. - <p>Interventions will be provided to students daily for 30 minutes through a small group rotational model, based upon students' needs, such as: Provide opportunities for extra drill; Provide study guide; Reduce quantity of material; Provide instructional materials geared to student's level of basic skills.</p> <ol style="list-style-type: none"> 3. Students will learn how transitional phrases are effective in writing 4. 5.
Person Responsible	Angel Chaisson (937051@dadeschools.net)

#3	
Title	The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure.
Rationale	Students with multiple absences have been a constant barrier to the school providing the targeted instruction this population needs. The overall attendance rate has been below a 90%, due to student truancy; family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school.
State the measurable outcome the school plans to achieve	Students with chronic absenteeism will decrease significantly over the next five years. Moreover, student attendance rate will increase at a rate of 5% annually and will be projected to be above 90% within 5 years.
Person responsible for monitoring outcome	Angel Chaisson (937051@dadeschools.net)
Evidence-based Strategy	Focus on engaging students in learning and instruction to meet any serious and longstanding attendance goals through the creation of a positive school environment and improve the home-school relationship.
Rationale for Evidence-based Strategy	In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. To support the school's efforts to combat chronic absenteeism the schools has outlined proactive ideas and strategies to engage educators, families and the community in an effort to improve student attendance. Engaging families and creating a positive school climate are two key strategies for improving attendance.
Action Step	
Description	<p>1. Nurture a culture of attendance</p> <p>Set a measurable goal for improved attendance.</p> <p>Explain the importance of attendance to the entire school community</p> <p>Communicate your school's progress toward your attendance and celebrate successes throughout the year.</p> <p>Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.</p> <p>2. Catch problems early</p> <p>Form an attendance review team to regularly monitor attendance data and communicate with parents about issues as they arise.</p> <p>Designate absences as an indicator in your early warning system.</p> <p>Use data to identify which students are at risk, so you can intervene before isolated absences becomes chronic absenteeism.</p> <p>3. Create a more positive school culture and a focus on engaging instruction</p> <p>Evaluate and address your students' engagement in learning — sustainable and significant attendance growth depends on it.</p> <p>Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.</p>

Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
Use goal-based incentives and rewards to motivate attendance and positive student behaviors

Person Responsible Shawanda Wright (swright@stellarleadershipacademy.org)

#4

Title Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities.

Rationale There is a lack of participation in STEM experiences such as the coordination of structured projects and available resources. There was also a lack in CTE participation due to limited course offerings.

State the measurable outcome the school plans to achieve

Course offerings will be increased to improve participation in CTE and STEM related courses.

Person responsible for monitoring outcome

Angel Chaisson (937051@dadeschools.net)

Evidence-based Strategy

Career and technical education (CTE) is an educational strategy for providing students with the academic, technical, and employability skills and knowledge to pursue post-secondary training or higher education and enter a career field prepared for ongoing learning

Rationale for Evidence-based Strategy

Classes with technical training and the hands-on skills provided can enhance every student's experience and competitiveness, whether they are interested in pursuing a career in construction, computer science or finance. CTE courses are generally more hands on than traditional academic coursework, and can help improve skills such as teamwork, problem solving, and communication in students.

Action Step

Description

Students will be provided with opportunities to participate in projects that require brainstorming resources; determining required time and funds needed to complete; identification of people and experts, resource centers and organizations used to complete project; determine level of Information accessibility: literature, books, internet; and learn how to work in teams. Students will develop and demonstrate the final product. During the presentation of final product, students will outline what were the important components needed to work together, what timelines were established, identify assigned responsibilities, if working on a group project. The school will offer additional CTE courses to provide more opportunities for students to participate in CTE programs and earn work credits that will lead to vocation certification. The school will bring in speakers to give students the exposure to different jobs in the workforce. Students will take more courses leading to technology and vocation certifications. Students will have the opportunity to participate in dual / vocational enrollment programs through the schools partnership with Miami Dade College and the Criminal Justice Department

Person Responsible

Ramone Davis (rdavis@stellarleadershipacademy.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Stellar Leadership Academy believes that building positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students are a critical aspect of school improvement, success and sustainability. The collaborative efforts of these individuals through the foundation of positive relationships offers building support for on-going success, develops advocates for improved academic and behavioral program outcomes, fosters the promoting of understanding the mission of the school, creates sharing the vision and passion for student success, and personally taking stake in the performance of the school, faculty and staff, and its students. Together, the school's external stakeholders offer a myriad of ways in which to be a positive force for helping achieve improved outcomes for all students and sustain them over time.

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 school provides counseling and mentoring as apart of the student services department to ensure social-emotional needs are met.

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

The transition lab is one of the strategies implemented to support incoming and outgoing cohorts of students with transition. This lab provides a Student Learning Plans (SLP) that outline the goals, barriers, action plan and projected outcomes for the student. This plan is monitored continuously throughout the year.

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 process through which school leadership identifies and aligns all available resources starts with the leadership team meeting regularly to take inventory of school needs, available resources and goals. Once the team identifies the overall needs of the school, goals are set and resources are assigned. Any

additional resources needed to implement selected strategies or support the action plan in place to meet goal are identified and acquired to ensure implementation. The funding sources are identified on the budget.

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

Some strategies being used to advance college and career awareness include making teaching and learning in secondary schools more rigorous, engaging, and relevant; ensuring that more students are college and career ready; increasing high school graduation rates, especially for lower performing students; providing opportunities for youth to learn about and experience careers; and smoothing the transition to post-secondary success

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Stellar Leadership Academy will improve Writing Skill Development across the core subject area curriculum.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	7015 - Stellar Leadership Academy	Title, I Part A		\$1,000.00
2	III.A.	Areas of Focus: CELLA reading, specifically Vocabulary was an area students struggled with due to language barriers. Students require support in higher order thinking /critical thinking skills as well as support to improve comprehension of vocabulary				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		120-Classroom Teachers	7015 - Stellar Leadership Academy	School Improvement Funds		\$200.00
3	III.A.	Areas of Focus: The Early Warning Systems (EWS) goal is to increase attendance, reduce suspension rates and decrease course failure.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7015 - Stellar Leadership Academy	School Improvement Funds		\$500.00
4	III.A.	Areas of Focus: Stellar Leadership Academy goal for STEM/ CTE is to increase participation by 10% in STEM / CTE related activities.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		130-Other Certified Instructional Personnel	7015 - Stellar Leadership Academy	School Improvement Funds		\$500.00
Total:						\$2,200.00