Triad

2020-21 Schoolwide Improvement Plan

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Triad

4430 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net

Demographics

Principal: Melanie Ritter

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Sarasota 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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Triad

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	%

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

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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 and families 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Ritter, Melanie	Principal	Maintain school safety and security., provide Instructional leadership, oversee school climate
Lux, Alyssa	Psychologist	
McNamee, Heather	Paraprofessional	
Whipple, Robert	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 8/1/2018, Melanie Ritter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
7

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	6	12	9	18	8	2	55
Attendance below 90 percent	0	0	0	0	0	0	0	6	9	9	16	8	2	50
One or more suspensions	0	0	0	0	0	0	0	16	27	30	45	20	4	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	3	7	4	7	3	1	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	3	7	3	0	0	0	13

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	6	8	8	16	8	2	48

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	3	7	8	15	5	0	38
Students retained two or more times	0	0	0	0	0	0	0	3	5	4	11	3	0	26

Date this data was collected or last updated

Monday 9/21/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	2	9	16	23	20	11	6	87
Attendance below 90 percent	0	0	0	0	0	0	1	4	5	10	1	3	2	26
One or more suspensions	0	0	0	0	0	0	1	3	6	6	0	1	0	17
Course failure in ELA or Math	0	0	0	0	0	0	2	4	12	18	20	4	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	2	4	9	13	13	6	1	48

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	2	9	11	23	9	7	1	62

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	2	4	12	18	8	4	0	48
Students retained two or more times	0	0	0	0	0	0	2	2	1	5	4	2	0	16

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	
Number of students enrolled	0	0	0	0	0	0	2	9	16	23	20	11	6	87
Attendance below 90 percent	0	0	0	0	0	0	1	4	5	10	1	3	2	26
One or more suspensions	0	0	0	0	0	0	1	3	6	6	0	1	0	17
Course failure in ELA or Math	0	0	0	0	0	0	2	4	12	18	20	4	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	2	4	9	13	13	6	1	48

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	2	9	11	23	9	7	1	62

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	2	4	12	18	8	4	0	48
Students retained two or more times	0	0	0	0	0	0	2	2	1	5	4	2	0	16

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%	67%	56%	0%	63%	53%
ELA Learning Gains	0%	53%	51%	0%	53%	49%
ELA Lowest 25th Percentile	0%	46%	42%	0%	43%	41%
Math Achievement	0%	63%	51%	0%	62%	49%
Math Learning Gains	0%	51%	48%	0%	46%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	41%	39%
Science Achievement	0%	78%	68%	0%	68%	65%
Social Studies Achievement	0%	81%	73%	0%	76%	70%

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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	2019	0%	63%	-63%	54%	-54%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	64%	-64%	52%	-52%
	2018	0%	62%	-62%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	18%	66%	-48%	56%	-38%
	2018	30%	70%	-40%	58%	-28%
Same Grade Comparison		-12%				
Cohort Comparison		18%				
09	2019	11%	65%	-54%	55%	-44%
	2018	21%	66%	-45%	53%	-32%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				
10	2019	13%	63%	-50%	53%	-40%
	2018	36%	65%	-29%	53%	-17%
Same Grade Comparison		-23%				
Cohort Comparison		-8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	0%	67%	-67%	55%	-55%
	2018	0%	66%	-66%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	73%	-73%	54%	-54%
	2018	21%	73%	-52%	54%	-33%
Same Grade Comparison		-21%				
Cohort Comparison		0%				
08	2019	11%	65%	-54%	46%	-35%
	2018	18%	63%	-45%	45%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	14%	62%	-48%	48%	-34%
	2018	19%	62%	-43%	50%	-31%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	85%	-48%	71%	-34%
2018	35%	80%	-45%	71%	-36%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	70%	-70%
2018	0%	76%	-76%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	61%	-61%
2018	0%	77%	-77%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	71%	-71%	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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.**

Our Biology scores showed the lowest performance. A major contributing factor to the low performing scores includes the placement of students at Triad throughout the quarter and semester, typically when placed at Triad the students are behind academically and have not successfully completed courses or assessments. Until the 2021 school year, we did not have a certified Science teacher. We hope with the addition of a full time certified Science teacher Triad will increase the number of students who pass science courses and increase the number of proficient assessments. .

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

Tenth grade ELA showed the greatest decline. As mentioned previously, our students are at risk academically and have been retained one or more times . Students are placed at Triad at various different times during the quarter and semester, our students continue to have high academic gaps and intense social and emotional needs. Generally speaking, our students do not take the assessments seriously and as a result score poorly. Attendance is also an issue, we had more than 50 students with less than 90% 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.

Biology had a greatest gap compared to the state average. Placement of students throughout the academic year interrupts their learning continuity and consistent supported instruction. Not having a certified teacher in Science also contributed to this gap. Poor attendance and off campus behaviors also have an a direct influence on our students learning deficits. .

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

Math showed the most improvement. Instruction is aligned with each students learning goals, differentiation is implemented to meet the students needs. The addition of a second Math teacher made a significant difference. Middle grades math students have direct instruction, students are also scheduled in Intensive Math (if necessary). Diagnostics such as I-Ready, Kahn Academy and Achieve 300 are used to assess students math levels and drive teachers lesson plans. High School Math is on APEX curriculum with supplemental instruction embedded to assist with meeting the students academic achievement goals. High school students who need additional Math support are scheduled in an Intensive Math class, this class is a direct instruction model. SWST reviews the needs of all learners and as a result direct intensive instruction is employed. Assessments and diagnostic data is shared with students to create a student progression plan and goal sheet. Math celebrations and recognition occur throughout the semester. SAT, ACT , PERT and Achieve 3000 are all utilized to assist our students in their achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Triad can identify two potential areas of concern, 1) the number of retained students and, 2) the number of students with less than 90% attendance. Students who are placed at Triad are behind academically, have low grade point averages, are deficient in credits, have been retained one or more times and do not have passing scores on the FSA. Students also transfer to us throughout the academic year with very poor attendance, their attendance follows them from their district to Triad, therefore increasing our poor attendance data.

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

1. Increase ELA scores
2. Decrease the number of retained students
3. Decrease number of students with suspensions
4.Decrease the amount of students who have below 90% attendance.
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Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to decrease the number of retained students

Area of Focus Description and Rationale:	Students who are placed at Triad have been retained one or more times. Students typically have a low grade point average or lack sufficient credit for their cohort, students get frustrated because they are behind and often think dropping out is their only option. Our students are over age in middle school and lack motivation to come to school.
Measurable Outcome:	Reduce the number of retained students by 50 % Reduce the number of students who are retained one or more times by 50%
Person responsible for monitoring outcome:	Alyssa Lux (alyssa.lux@sarasotacountyschools.net)
Evidence-based Strategy:	Weekly SWST meetings to identify students Check in check out with assigned mentor Credit check and academic progression plan Quarterly individual meetings (APEX and Direct Instruction) Hiring of APEX Coordinator Waivers for Assessments Updated IEP's to meet individual student needs PERT testing TAG Dr. Godfrey Dr. Collins
Rationale for Evidence-based Strategy:	Assigning mentors and meeting with the students will provide them with immediate feedback and support. Our Student Support Team (SWST) will provide the necessary meetings and assign mentors to specific students. Celebration of course completion and recognition of grade point averages per quarter to help motivate and guide the students towards their graduation goals

Action Steps to Implement

During student intake the principal, guidance counselor and student support team will meet with student and guardian and develop a student progression plan and transcript evaluation to map out credits needed for graduation requirements, ensure that IEP (if applicable) is updated and meets student's needs, confirm additional services such as Mental health, SAP. Students will be assigned a mentor for quarterly progress . Prior to transitioning back to their district schools, student and staff will meet with district school representative to provide a detailed academic and behavior summary.

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

#2. Other specifically relating to decrease of number of suspensions

Area of Focus Description and Rationale:	100% of our student population enrolled are placed at Triad for expellable offenses ranging from disruptive behaviors, off campus felony charges, battery, truancy, drug and alcohol abuse and other zero tolerance offenses. Our focus this year is to decrease the number of suspensions by implementing positive behavior system that will ultimately increase academic success and prepare students to return to their district schools and or meet their college and career goals.
Measurable Outcome:	Decrease the number of suspensions by 70% with a focus on Restorative Strategies to guide students to make positive informed decisions.
Person responsible for monitoring outcome:	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)
Evidence-based Strategy:	CHAMPS training for classroom management All Behavior Technicians trained in CPI Youth Mental Health training Teen Court referrals in lieu of suspensions HERO Program PBIS TAG Dr. Godfrey Dr. Collins Mentors Big Brother Big Sister SAP Parent conference Psychologist Restorative Strategies JPO meetings Suite 360 Civility Squad
Rationale for Evidence-based Strategy:	Decreasing suspension numbers will afford the students more academic success. Implementing the resources we have on campus will allow teachers and staff an opportunity to meet the behavior needs of our students.

Action Steps to Implement

Triad is implementing a new PBIS system and HERO program that recognizes positive behaviors and rewards students for making appropriate informed choices. We will track the behaviors and reward students through a point system that allows them to earn STAR BUCKS to purchase tangible and non tangible rewards. Teachers have participated in CHAMPS training for classroom management, additionally all of our Behavior Technician have been CPI trained. We have implemented Student Referral forms that are managed by the teacher prior to a written office referral. We will utilize the buddy system ,in school resilience lab and other restorative strategies prior to suspension.

Person Responsible	Heather McNamee (heather.mcnamee@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Triad continues to be below the state and district averages in ELA achievement. There is a decline in proficiency for our black students and student with disabilities.25 out of 50 students are performing on level 1.
Measurable Outcome:	By 2021 Triad will increase the ELA proficiency rate and learning gains by 5%
Person responsible for monitoring outcome:	Therese Guinther (therese.guinther@sarasotacountyschools.net)
Evidence-based Strategy:	Students who score a level one or 2 on assessments will be scheduled in Intensive Language Arts class. This class will focus on FSA and EOC reading strategies. Teacher will follow the district benchmark testing schedule, offer one on one support and strategies, utilize Achieve 3000 and I ready and prepare lesson plans based on the individual needs of all learners.
Rationale for Evidence-based Strategy:	Achieve 3000 I Ready Read Rewards Small classroom environment Reading Endorsed certified teachers Blackboard APEX Direct Instruction

Action Steps to Implement

All students who are level one in ELA will be scheduled in a Intensive Reading course. Student will participate in reading diagnostics to personalize their learning path of instruction. Teachers are certified in ELA and Reading Endorsed. Students will have one on one tutoring available and monthly progression plans including Lexile levels and reading strategies. Classroom enrollment is small to allow for small groups and individual learning modalities. Students have access to black board and teacher websites to guide instruction and assignments.

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

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	90% of Triad's students have below 90% attendance. We have 13 students with 10 or more absences. (Please note the attendance of the student follows them from their district school). Research shows that the more students are absent the less likely they are to graduate.
Measurable Outcome:	By 2021 we will decrease the number of students who have ten or more absences by 5%., currently we are at 77% days present
Person responsible for monitoring outcome:	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)
Evidence-based Strategy:	SWST CARE C.A.R.R.S Letters sent home Truancy referrals Parent conference JPO meetings Attendance Contracts Mentors TAG Dr. Godfrey Dr. Collins Guidance meetings SAP meetings Attendance Celebrations (every quarter) Teen Court referrals PBIS HERO P10
Rationale for Evidence-based Strategy:	Our students are at risk academically, behaviorally and are absent more than other students enrolled in the district. The only way tor our students to reach their graduation goals is to be present daily and develop positive relationships with staff and other students on campus. By identifying these attendance issues and implementing the strategies we have on our campus increase student attendance is likely to increase.

Action Steps to Implement

During the student intake process, attendance issue will be discussed and an attendance contract will be initiated as needed. Weekly attendance reports will be run to address students with issues. Attendance letters will be sent home when I student has 3 unexcused absences, this will be followed by 5 , 7 and 9 days unexcused absence. Students will be placed on SWST and strategies will be discussed and implemented on an individual basis.

Our PBIS and HERO programs will also guide the increase of attendance. We will recognize students every quarter for exemplar attendance and reward them with STARS BUCKS and special events. Attendance will be tied to the students Settlement Agreement and could result in a violation if attendance becomes an issue.

Person Responsible	Alyssa Lux (alyssa.lux@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

This school year Triad is implementing the HERO program. The Hero program identifies and recognizes positive behaviors rewarding students in real time for adhering to our core values. Students are rewarded with Star Bucks and can redeem their Star Bucks for items in our Hall of Fame Stars room. This data is live, parents also have access if they download the app. We are also excited about implementing our new Positive Behavior Intervention Support program this year. Our goals include increasing students attendance, decreasing our number of suspensions and decreasing the number of retained students.
We continue to work with Dr. Godfrey and the TAG group for mentoring, check in check out, restorative practices, including small groups, one on one counseling and parent meetings. We utilize SWST and our student support team to identify students who have one or more at risk indicators. The majority of our students are on the Project 10 list , we meet and discuss these students weekly. Our new APEX Coordinator works closely with the teachers and guidance to keep students focused on their progress. The APEX Coordinator also facilitates professional development for teachers regarding APEX updates, credit completion, posting grades, schedules and assistance with technology. This year our students are scheduled in a Sarasota Virtual School course. This allows are students the opportunity to earn a Performing Arts credit for graduation requirements. ESE students are enrolled in Career Research and Decision Making course.
This year all of our staff are certified in their content area. We have two reading endorsed teachers and three ESE teachers, including an ESE Liaison. We hope that these key positions and the addition of certified teachers will help us as we work toward our goal of improving our ELA, Math , Biology and History test scores. Along with decreasing suspensions and increasing attendance.
Our SAP counselor plays a key role on our campus, several of our students need the mental health support provided by our SAP. Our SAP attends all student support meetings, communicates with parents and provides resources to both students and parents.
We will continue to partner with Teen Court, and Big Brother Big Sister. Currently, Teen Court is on our campus once a week for a full day, this has been extremely beneficial for our students who often have transportation concerns or for those students who need one on one counseling and support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Triad is proud of our school climate and school culture. All our students are S.T.A.R.S. (Students Taking Absolute Responsibility for Success). We have implemented a new positive recognition program called HERO. HERO allows us to keep real time data on students as they earn points (STAR BUCKS) for being on time, being responsible, completing academic assignments, on task and wearing ID. The STARS BUCKS can be used to purchase various items in our STARS Hall of Fame Store. In addition to HERO, we hope to have a PBIS Model School this year. Our Team is working with the Access grant, we participated in summer training and hope to roll out PBIS in late October. We continue to do STARS shut outs during the day for Positive Office referrals. Our bi-weekly newsletter, Week in Review is emailed to all stakeholders and highlights academic, behavior and resources for parents, students and teachers. We are active on social meeting, including Instagram, Facebook and our school website. We also utilize REMIND for academic reminders.

All classrooms have a certified content teacher and a Behavior Technician to help students academically and behaviorally. We have a full time psychologist, SAP, and guidance counselor who assist with mental health issues and pupil support concerns. The TAG program with Dr. Godfrey is also available to all students once a week, Dr. Godfrey provides mentoring, one on one and small group programs with the focus on healthy, lifelong decision making skills.

Our staff is also doing a book study on the book, Born for Love, Why Empathy is essential and endangered.

Parent Family and Engagement Plan (PFEP) Link

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