

Sarasota County Schools

Triad



2021-22 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: 8/20/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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

4430 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
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

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Triad School provides an alternative educational experience, helping at-risk students through engaging parents and families to help 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	Position Title	Job Duties and Responsibilities
Ritter, Melanie	Principal	Manage the day-to-day school functions, Instructional leader, provide a safe and orderly school for students, staff, visitors, and families. Provide Social Emotional support for all students. Engage parents in all facets of our school.
Lux, Alyssa	Psychologist	Provides support for students, testing, SWST, PBIS, group facilitator, PD
Dill, Suzette	Administrative Support	SAC minutes, Interpreter, assistant to Principal
Mehserle, Monica	School Counselor	Support students' progression plan, provides counseling, home school liaison
Wheeler, Tommie	Teacher, K-12	Math Teacher
Hendricks, Samantha	Administrative Support	HERO, attendance, administrative support, newsletter, Alt Ed

Demographic Information

Principal start date

Friday 8/20/2021, 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

Total number of students enrolled at the school

44

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	2	8	9	12	11	1	43
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	2	1	4	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	2	5	8	7	5	0	27
Course failure in Math	0	0	0	0	0	0	0	2	3	7	5	2	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	2	7	4	7	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	8	2	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	4	4	2	1	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	4	9	10	10	0	35

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	1	6	4	8	4	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	2	2	1	0	0	5

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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	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

2020-21 - 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	0	0	6	12	9	18	8	2	55
Attendance below 90 percent	0	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	0	16	27	30	45	20	4	142
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					67%	56%		67%	56%
ELA Learning Gains					53%	51%		57%	53%
ELA Lowest 25th Percentile					46%	42%		47%	44%
Math Achievement					63%	51%		69%	51%
Math Learning Gains					51%	48%		52%	48%
Math Lowest 25th Percentile					48%	45%		53%	45%
Science Achievement					78%	68%		77%	67%
Social Studies Achievement					81%	73%		79%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	63%	-63%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	18%	66%	-48%	56%	-38%
Cohort Comparison		0%				
09	2021					
	2019	11%	65%	-54%	55%	-44%
Cohort Comparison		-18%				
10	2021					
	2019	13%	63%	-50%	53%	-40%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	73%	-73%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	11%	65%	-54%	46%	-35%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	14%	62%	-48%	48%	-34%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	85%	-48%	71%	-34%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	77%	-77%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Middle School

I-Ready, B Algebra Nation, Kahn Academy, FSA, weekly goal sheets, data chats,

High School

Benchmark Assessments, Achieve 3000, FSA, EOC, weekly goal sheets, graduation grids, data chats

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	N/A	100
	Economically Disadvantaged	N/A	N/A	
	Students With Disabilities	0	N/A	0
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	N/A	0
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0		18.8
	Economically Disadvantaged			
	Students With Disabilities	0		
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		20
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0		33.33
	Economically Disadvantaged			
	Students With Disabilities	0		17
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		13
	Economically Disadvantaged			
	Students With Disabilities	0		17
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		17
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		20
	Economically Disadvantaged Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		50
	Economically Disadvantaged Students With Disabilities	0		50
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		17
	Economically Disadvantaged			0
	Students With Disabilities	0		33
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged			
	Students With Disabilities	0		
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged			
	Students With Disabilities	0		0
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL										17	
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	13
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Last year was a horrible year for all students because of Covid. 66% of our students failed ELA and 47% of our students failed Math. These numbers correlate with the Statewide FSA 56% of our ELA students are Level 1 and 61% of our Math students are Level 1. 85% of our students have two or

more indicators, and 13 of our students have severe reading deficiencies. We also have 23 students who have been retained, and 5 students who have been retained 5 or more times.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA (7-12) and Math (9-12). 66% of our students failed ELA and 47% of our students failed Math. Covid and concurrent teaching definitely played a major role in students' lack of success.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors were COVID, Concurrent teaching, and lack of student participation, and attendance. Having students back on campus for face-to-face instruction will help to improve grades, attendance, participation, and social-emotional well-being.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology showed the most improvement, however still much-needed improvement with 50% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We hired a certified Biology teacher with great awareness and experience. He has developed positive relationships with students and provides hands-on related lab and Science activities that keep the students engaged and interested in Science.

What strategies will need to be implemented in order to accelerate learning?

Teacher retention and professional development in all content areas. We are also working with the Instructional Facilitators from the district. We are adjusting our instructional model to include more direct instruction for all grades. Our master scheduler is trying to create more "pure" classes for direct instruction, our teachers are developing a crosswalk between APEX curriculum and content-specific direct instruction. Students who are credit deficient are "doubling down" on courses they are behind in.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have the opportunity to participate in all district-level professional development that is offered, for example, BEST standards, IXL, Math BEST, and Big Ideas, IFG's, DBQ's, USA Test Prep, MTSS, Youth Mental Health First Aid. Our teachers have a collaborative PLC weekly, participation in SWST, HERO, and PBIS, and CharcterStrong.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Triad has four teachers that are teaching an extra period to support our most at-risk students. These teachers are assigned a list of students who are in Apex recovery or who need additional one on one support. We implemented academic resources such as IXL, Math Prodigy, and Benchmark Close Reading materials. Our HERO and PBIS program has proven to be a motivating tool for students to be recognized for positive behaviors. SWST meets weekly and immediately addresses student issues.

Home School Liaison is a new position at Triad, our Liaison and our SAP counselor make home visits and parent contacts. Our SAP will be working directly with parents and offer small group parent engagement activities. Parents have been offered the chance to participate in parent surveys. Suite 360 is offered to all students and monitored by our Student Support Team, students earn HERO points for participation and completion. Students also participate in student surveys and Mental Health groups on campus.

The addition of the Kearney Conditioning Program will assist our students in making positive informed decisions about school, life skills, and post-graduation goals. We will also pilot the CharacterStrong life skills curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	<p>Triad students are all at-risk learners. 85% of our students have two or more early warning indicators, 56% have been retained, and we have 5 students who have been retained two or more times. These statistics indicate that our students have not been successful in school. Our students also have criminal history charges and spend time in and out of the judicial system, including jail and detention. Our daily attendance was down almost 60%, this decline is due to Covid.</p> <p>Our students thrive in our culture of love, safety, and security. Our PBIS program and our HERO program focus on positive behaviors in the classroom, cafeteria, hallways, and courtyard. Students are recognized for demonstrating our four core values, Relationships, Resilience, Respect, and Responsibility. Students who focus on the core values have better attendance, less disruption, increased grades, and are prepared to return to their district schools.</p> <p>Our school-wide support team meets with students in small groups and discusses topics that have been traumatic for our students. We have a full-time psychologist, home school liaison, and SAP counselor who facilitate groups. Every student has a graduation plan and or, transition plan in place.</p>
Measurable Outcome:	<p>Based on our HERO data and information from teacher notes and parental contacts we will celebrate all successful students and continue to encourage them in the classroom. Our goal is to decrease the number of retained students by 40% and increase our daily attendance by 30% by having a school environment that makes all students feel loved, safe and secure. Our culture will become one that students embrace and want to be here to achieve their college and career readiness goals.</p>
Monitoring:	<p>HERO points are real-time computer-based. Parents and students can view their points daily. The student support team will recognize HERO'S of the week for middle and high school. Students can use their points in our Galaxy reward room and participate in celebratory activities. Monthly attendance will be celebrated and quarterly grades will be recognized and celebrated. High School students earning APEX credits are also celebrated. Guidance and APEX Coordinator keep an excel spreadsheet on all credits earned and enter them into the district SIS system. Grades, credits, and attendance follow the students to their district schools.</p>
Person responsible for monitoring outcome:	<p>Alyssa Lux (alyssa.lux@sarasotacountyschools.net)</p>
Evidence-based Strategy:	<p>Our students are at-risk academically, behaviorally and are absent more than other students in enrolled in our district. The best way to reach our students is based on relationships. "No significant learning can occur without a significant relationship". If students feel loved, safe, and secure they will be more willing to learn and improve academically. By providing HERO and a strong PBIS model we can celebrate and recognize students, and over time motivate them to want to attend and learn.</p>
Rationale for Evidence-based Strategy:	<p>Several of our district schools have had success with HERO. We did a soft rollout last school year with an emphasis on full implementation this year. Our support team completed PBIS training this summer. Our students are very familiar with HERO, they know our four values and are competitive in earning their points, therefore, more focus on academic success.</p>

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Triad continues to perform below state and district averages in ELA achievement. 56% of our students are performing at Level 1. Our black students and students with disabilities are showing more of a decline compared to their white peers. Covid and attendance issues definitely affected our scores for our most at-risk students. Teachers and students will focus on Learning Gains and Proficiency.

Measurable Outcome: By 2022 Triad will increase the ELA proficiency rate and learning gains by 15%.

Monitoring: Triad students are scheduled individually, we create a graduation grid with their diploma options. Students are scheduled into ELA according to grade level and cohort. If students are Level 1 or Level 2 they are also scheduled in Intensive Reading. Teachers focus on FSA and EOC reading strategies, along with reading comprehension. Students participate in district benchmark testing, pre-test, and a variety of other diagnostics. Teachers and students keep goal sheets and monitor their Lexile and all other reading scores. Students meet one on one with guidance counselor when they complete credits or, are proficient. Guidance schedules students into the next course. Behavior Technicians are also in the classrooms assisting the teachers, this allows for small group and one on one instruction. Literacy Leadership Team meetings and data chats

Person responsible for monitoring outcome: Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Evidence-based Strategy: Our students are in small classes with an average of 11 students per teacher allowing for small group instruction. There is also a Behavior Technician in the classroom to allow the teacher to provide one on one instruction or smaller group instruction according to student's/class needs. The teacher develops a positive relationship with the students and focuses on the celebration of success, completion, and recovery. Triad students are typically 1-2 grade levels behind and have not been successful test-takers. Providing a smaller classroom environment and relationship-based teaching will encourage the students to attend, be risk-takers and try harder on assessments. We will tie our HERO /PBIS program into our classroom celebration. Students will earn above and beyond points for increased Lexile levels, completion of Benchmark assessments, and attendance.

Rationale for Evidence-based Strategy: Academics at Triad, especially ELA and Math have historically been below state and district averages. Developing relationships with our students from intake to transition is very important in developing the student's academic success. Our teachers have ELA, Reading, ESE, and ESOL endorsements. Our Behavior Technicians assist in classroom management allowing the teachers to place students in learning groups and one on one instruction. We also have a teacher who is teaching an extra period to work one on one with our most at-risk students. Our resources include but are not limited to the following:
IXL
Study Sync
Achieve 3000
I-Ready
My Perspectives textbook
Benchmark Close Reading
Crosswalk between APEX and My Perspectives textbook

Scheduling (trying to create pure grade-level classes)
 Additional teaching period daily for students who are academically behind (one on one instruction)
 Instructional Facilitator (ELA)
 APEX Coordinator (quizzes, study guides, CST's)
 Tier 2 and Tier 3 Interventions MTSS
 Progress Monitoring
 Data Mentors
 Goal Sheets
 Celebrations
 Parent engagement
 One on one tutoring
 Literacy Leadership (Year Overview for Literacy Focus)

Action Steps to Implement

Intake interview and graduation /student progression grid
 Transcript evaluation
 Schedule created
 Testing Schedules
 Provide credits to Registrar to input
 Participates in Transition meetings

Person Responsible Monica Mehserle (monica.mehserle@sarasotacountyschools.net)

Progress monitoring by the teachers
 Direct Instruction in small groups
 APEX instruction
 Assessment practice
 Follows district IFG
 Prepares students for FSA and EOC
 Goal Sheets
 Collaborates with EL/Reading teacher weekly
 Communicates with parents
 Works collaboratively with district Instructional Facilitator
 Extra period for one on one instruction or small groups (Green)
 Literacy Leadership
 Data Mentors
 Tier 2 and Tier 3 Interventions

Person Responsible Therese Guinther (therese.guinther@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Triad Math students score below the state and district averages. 56% of our Math students scored level 1 and our black students and students with disabilities scores showed a decline. Covid and concurrent teaching certainly affected how our students scored. Proficiency and Learning Gains.
Measurable Outcome:	By 2022 Triad will increase its Math scores by 15%.
Monitoring:	Triad students are scheduled individually, we create a graduation grid with their diploma options. Students are scheduled into Math according to grade level and cohort. If students are Level 1 or Level 2 they are also scheduled in Intensive Math or Algebra 1A or Algebra 1B. Teachers focus on FSA and EOC math strategies, along with math reasoning. Students participate in district benchmark testing, pre-test, and a variety of other diagnostics Teachers and students keep goal sheets and monitor their progress. Students meet one on one with guidance counselor when they complete credits or, are proficient. Guidance schedules students into the next course. Behavior Technicians are also in the classrooms assisting the teachers, this allows for small group and one on one instruction. Data Mentors
Person responsible for monitoring outcome:	Tommie Wheeler (tommie.wheeler@sarasotacountyschools.net)
Evidence-based Strategy:	Our students are in small classes with an average of 1-12 students per teacher allowing for small group instruction. There is also a Behavior Technician in the classroom to allow the teacher to provide one on one instruction or smaller group instruction according to student's/class needs. The teacher develops a positive relationship with the students and focuses on the celebration of success, completion, and recovery. Triad students are typically 1-2 grade levels behind and have not been successful test-takers. Providing a smaller classroom environment and relationship-based teaching will encourage the students to attend, be risk-takers and try harder on assessments. We will tie our HERO /PBIS program into our classroom celebration. Students will earn above and beyond points for increased Lexile levels, completion of Benchmark assessments, and attendance. Tier 2 and Tier 3 Interventions.
Rationale for Evidence-based Strategy:	Academics at Triad, especially Math and ELA have historically been below state and district averages. Developing relationships with our students from intake to transition is very important in developing the student's academic success. Our teachers have Math and ESE certifications. Our Behavior Technicians assist in classroom management allowing the teachers to place students in learning groups and one on one instruction. We also have a teacher who is teaching an extra period to work one on one with our most at-risk students. Our resources include but are not limited to the following: IXL Study Sync I-Ready Prodigy Crosswalk between APEX and My Perspectives textbook Scheduling (trying to create pure grade-level classes) Additional teaching period daily for students who are academically behind (one on one instruction) Instructional Facilitator (ELA)

APEX Coordinator (quizzes, study guides, CST's)
 Goal Sheets
 Celebrations
 Parent engagement
 One on one tutoring
 Data Mentors

Action Steps to Implement

Implementation of academic resources:

Prodigy

IXL

Instructional Facilitator

Extra teaching period daily (for students who are academically behind) Wheeler

Apex Coordinator (Study guides, quizzes, CST)

Weekly celebrations

Goal Sheets

Small classroom environment

Math tutoring

Data Mentors

Person Responsible Tommie Wheeler (tommie.wheeler@sarasotacountyschools.net)

Intake interview and graduation /student progression grid

Transcript evaluation

Schedule created

Testing Schedules

Provide credits to Registrar to input

Participates in Transition meetings

Data Mentor

Person Responsible Monica Mehserle (monica.mehserle@sarasotacountyschools.net)

Progress monitoring by the teachers

Direct Instruction in small groups

APEX instruction

Assessment practice

Follows district IFG

Prepares students for FSA and EOC

Goal Sheets

Collaborates with other Math teachers weekly

Communicates with parents

Works collaboratively with district Instructional Facilitator

Extra period for one on one instruction or small groups (Wheeler)

Person Responsible Tommie Wheeler (tommie.wheeler@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Triad is not in the SafeSchoolsforAlexorg database. However, we will continue to focus on our PBIS program and HERO to set a positive tone and culture on our campus. Triad staff and students have a feeling of Belonging, Inclusion, and Dignity. Our staff and students reinforce our four core values, Respect, Responsibility, Relationships, and Resiliency. Students will earn positive recognition in every classroom, cafeteria, hallways, and during the transition. Weekly and monthly points will be awarded, recognized, and celebrated. Our teachers are also recognized weekly and monthly.

Our Student Support Team will meet with groups to discuss social-emotional well-being topics and provide counseling or recommend services for those students who need it. We will also have four Parent Engagement meetings to provide parents support. Our Mentoring program Kearney Conditioning meets with two different groups of students weekly. These groups discuss topics such as decision-making skills, peer pressure, academics, goals, and attitude.

Negative behaviors are addressed when they occur. Behavior Technicians and Teachers work together to address the behavior. All communication is logged and shared on a Microsoft Forms log. Parents are contacted by all staff members consistently, parent-teacher (ZOOM) meetings happen when necessary. We have a Student Assistant Program counselor (SAP) through the First Step program who meets with parents at intake interviews to get permission to provide services if necessary. We also have a full-time Psychologist and Home School Liaison who provide counseling and services for students and families. Teen Court is on campus every Friday along with Kearney Conditioning, both programs add extra support and services for our students. Along with all this support Triad also engages in a Moment of Silence and Mindfulness every day at 7:30. This allows the students to focus, breathe and be in their moment to be successful. We will also participate in a new Social Emotional Learning platform, Character Strong. This character education curriculum will give our students an opportunity to learn life skills and other character education traits.

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.

Triad is proud of our school climate and school culture. Over the last four years, we have created an environment where students feel loved, safe and successful. Our PBIS Program and HERO program provide opportunities for students to be recognized for demonstrating our 4 Core Values, Respect,

Responsibility, Resilience, and Relationships. Students can use their STARBUCKS in our Galaxy Room to purchase various items. Hero points are accumulated and students who earn the most points weekly are recognized for middle school and high school weekly. The students have the opportunity to select the staff of the week by submitting their vote via a survey by Microsoft Forms. Along with the HERO point recognition, we also have Positive Office Referrals. POR is for a student that goes above and beyond, academically, and socially. Students who receive a POR get recognized over the PA system and get a free item in the Galaxy Room.

We are active on Social Media Facebook and Instagram. Our website is updated weekly, with a calendar of activities and news. We have a SAC that meets monthly.

Our staff is doing a book study, What Happened to You, Conversations on Trauma, Resilience, and Healing. We will meet weekly at a scheduled time to discuss the chapters we are reading and how we can implement a new way of dealing with our traumatized students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Melanie Ritter, Principal Manages all PBIS and HERO. Meets with teachers and students to help develop our positive culture and environment.

Alyssa Lux, Coordinator for PBIS and HERO. Meets with students in small groups focusing on social-emotional learning.

Monica Mehserle Social Media Coordinator, Website, facilitates Staff book-study, facilitates small student groups and mediation

Tommie Wheeler Math Teacher, SAC member

Suzette Dill, Administrative Assistant, SAC member, translator,

Sam Hendricks, Attendance, HERO Co-Coordinator, Newsletter (Quarterly) Alt Ed team member