

Sarasota County Schools

# Triad



## 2022-23 Ungraded 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: 6/7/2017

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	91%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Sarasota County School Board.

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Relationships first, Learning always.

**Provide the school's vision statement.**

To foster a close working relationships between parents, schools, and community to celebrate the success of ALL students.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Triad students are at-risk of graduating and the majority of our students have two or more early warning indicators, some students have been retained one or more times. Triad's focus on academic success and graduation and career goals are emphasized and recognized daily. Our four core values, Respect, Responsibility, Resilience and Relationships guide our positive school culture where students feel accepted and respected. Triad's Home School Liaison and the Parent Engagement Administrator are collaborating to improve our parent involvement in supporting and encouraging their students future goals for college and career readiness.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ritter, Melanie	Principal	Provide a safe and secure campus that ensures learning for ALL. Development of our school's Guiding Coalition and PLC. Maintain daily operations of facilities, transportation, PBIS, academics, SAC, staff meetings, parent conference, intake meetings, district meetings, parent engagements and community partnerships.
Lux, Alyssa	Psychologist	Testing, SWST member, Support Staff, Classroom restorative meetings, YFAMH facilitator
PavaAyala, Wilson	Teacher, K-12	Social Studies teacher Middle School Direct Instruction, High School APEX and direct instruction
Teal, Brooke	Behavior Specialist	Provides Behavior Support for all students, Functional Behavior Assessments, Behavior Contracts, SWST, Intake Interview, classroom support
Mehserle, Monica	Parent Engagement Liaison	Liaison for parents and students. Provides graduating Seniors guidance and support.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information****Principal start date**

Wednesday 6/7/2017, Melanie Ritter

**Total number of students enrolled at the school.**

107

**Total number of teacher positions allocated to the school.**

8

**Number of teachers with professional teaching certificates?**

6

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

4

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

## Demographic Data

### Early Warning Systems

#### 2022-23

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	12	16	21	30	26	11	116	
Attendance below 90 percent	0	0	0	0	0	0	0	12	14	18	27	23	8	102	
One or more suspensions	0	0	0	0	0	0	0	12	14	17	27	21	10	101	
Course failure in ELA	0	0	0	0	0	0	0	4	7	6	17	7	2	43	
Course failure in Math	0	0	0	0	0	0	0	6	3	4	3	4	1	21	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	5	9	10	16	11	0	51	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	6	9	6	0	0	0	21	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	2	4	4	2	1	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	3	12	16	12	20	7	3	73	

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	2	2	9	8	5	1	27
Students retained two or more times	0	0	0	0	0	0	0	3	2	15	8	4	0	32

Date this data was collected or last updated

Friday 9/9/2022

#### 2021-22 - 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	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	16	27	30	45	20	4	142	
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	0	2	7	4	7	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	

#### 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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		60%	51%					67%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								46%	42%
Math Achievement		43%	38%					63%	51%
Math Learning Gains								51%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement		56%	40%					78%	68%
Social Studies Achievement		50%	48%					81%	73%

### 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	2022					
	2019	0%	63%	-63%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	18%	66%	-48%	56%	-38%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	73%	-73%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	11%	65%	-54%	46%	-35%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	14%	62%	-48%	48%	-34%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	85%	-48%	71%	-34%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
FRL											
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

### ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
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	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

### Part III: Planning for Improvement

#### Data Analysis

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

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Triad had 3 Areas of Focus in the 2021-2022 school year, 1) Culture and Environment, 2) Instructional Practice specifically in ELA, and 3) Instructional Practice, specifically in Math. Progress monitoring for Culture and Environment included PBIS data, HERO points, Quarterly celebrations, Attendance monitoring, Positive Office Referrals, Mentoring, (Kearney Conditioning, Teen Court, ADAP, Girls INC and SAP), SWST, CARE, Students of the Week, and Staff of the Month. Progress Monitoring for Instructional Practices in ELA included APEX, data chats and weekly progress updates, IXL diagnostics and assessments, Study Sync, Achieve 3000 data, I-Ready diagnostics and data, MY Perspective textbook, Benchmark assessments, FSA and EOC assessments, Master scheduling updates, Success Coaches, MTSS for Tier 2 and 3, Goal Sheets, Credits earned data and Check In-Check Out meetings, Direct Instruction for Middle School, teacher and parent conferences, and additional period for recovery students. Our Math Instructional Practice progress monitoring included, IXL data, I-Ready diagnostics, and assessments, Direct Instruction, Prodigy, Additional teaching period for recovery, goal sheets, Success Coaches, MTSS for Tier 2 and 3, APEX weekly progress monitoring, Direct Instruction for Middle School, small groups, Check in- Check out, and teacher parent conferences.

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

Our total number of students with one or more suspensions decreased. Triad's PBIS program has become a major influence of our school culture. The HERO program provides immediate rewards and is available to view by students, staff and families through an electronic application. Our staff utilizes earned points to recognize students for demonstrating our 4 R's, Respect, Responsibility, Relationships and Resilience. Students may use their points to purchase items in the Galaxy reward room. We also implemented a Mentorship program with Kearney Conditioning. Mr. Kearney is on campus all day on Monday and half days on Wednesday and Friday. Students are referred to meet with Mr. Kearney as a proactive and restorative strategy in lieu of referrals, and suspensions (in school or out of school). We also designed a Reflection room, the premise behind the Reflection room is a structured space for students who need to refocus for a period of time. It is not punitive, it is a reflective and encouraging space for the students. We also have our schoolwide expectations posted in the classrooms, hallways, cafeteria's, an administration buildings. As a result of the hard work, Triad received the PBIS Model School award in the 2020-2021 school year, our goal this year is to receive the Gold Award.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

Triad's attendance is an area that needs improvement. 87% of our students are attending below 90% of the time.

The attendance at Triad can be very complicated because students who are recommended to attend Triad on Settlement Agreements generally come to Triad with attendance issues from their previous schools. Our SWST Team meets weekly and identify these students. We send out attendance letters when students accumulate 5, 10 and 15 days of absences. Our Truancy worker attends our SWST meetings and makes home visits in an attempt to speak with students and parents, often there is no one at the residence, a card is left for communication. There are a few problematic concerns with parental content, contact numbers are often non functioning, incorrect email addresses, and their place of residence has changed without following district protocol to update in parent portal.

As a result of non-attendance 37% of our students have failed ELA and 18% have failed Math.

Our OVERALL Federal Index is Below 41% All Students. This includes 44% of our students performing at a Level 1 in ELA and 18% performing at a Level 1 in Math. 63% with two or more indicators and 87% with one or more suspensions. (Suspension data also follows the student).

Attendance is tied into all of our area's of concern, if students are not present they do not receive the academic or behavioral support necessary to be successful. Triad's Focus in the 22-23 school year will be our ESSA sub groups.

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

The trends at Triad include, attendance (currently averaging 75% daily attendance), suspensions, failures in academics, retention of 1 or more years, and 63 % of our students have two or more indicators. Our free and reduced rate is 84.82%. Our Minority students are our largest sub group. African American student enrollment is 55% . African American male enrollment is 30%, and 18% are African American females. Our Hispanic student enrollment is 26%, 21% are males, our White students account for 22% of our enrollment, 17% White males. Mixed students make up 6% of our population. 69% of our enrollment are males, 27% females.

Our students are performing below the district and state level in all content areas, and fall below the 41% Federal Index. Our ELA failure is 37% , while Math failure is at 18%. 44% of our students perform at a level 1 in ELA, and 18% in Math.

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

Triad will continue to monitor attendance, we will communicate with stakeholders, including students, parents, SWST, truancy workers, and community and district partners. A group of our teachers

participated in Professional Learning Community training this summer, as a result of the training, we developed a Guiding Coalition that will help guide and roll out the PLC model for Triad. Our focus will be on the 3 big ideas, focus on learning, collaborative culture, and results orientation. Along with the 3 big ideas that support PLCs, we will also focus on the 4 Critical Questions, What do we want students to learn, How will we know if they learned it, What will we do if they haven't, and What will we do if they already know it. Teachers will participate in professional development in the area of B.E.S.T. Standards, breaking down standards, classroom management, PBIS, Character Strong, Suite 360.

The addition of our Behavior Specialist this year will be instrumental in decreasing our behavior infractions, suspensions and classroom management concerns. Notice of Concern will be utilized and discussed with the Behavior Specialist, student meetings, weekly classroom lessons, Functional Behavior Plans, Behavior Intervention Plans, and supervision of Behavior Technicians. She is conducting a book study through Character Strong. Collaboration with the districts Parent Engagement Director will allow us the opportunity to engage our parents, newsletter, conferences, learning engagement activities, and academic celebrations. We are also promoting Reach Ignite, Free Relationship classes to improve and strengthen parental and child relationship and free fatherhood classes.

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

Teachers are participating in Professional Learning Community, BEST Standards, Data based teaching, Character Strong, PBIS, Suite 360, Content specific data, Crisis Prevention Intervention, Monthly Principal meetings, New teacher Induction, Resilience Retreat, Behavior Threat Assessment, Gate Keeper, Resilience for Youth, Why Try and various other learning opportunities available.

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, Triad has a projected graduation rate of --. Currently the free and reduced lunch rate at Triad Alternative school is at a rate of 85%. Triad administration suspect that additional students will qualify for free and reduced lunch services and they are working with families and the district food & nutrition office to qualify. It is a critical need to support every student in these student groups to academic success as defined by meeting and being on track for graduation requirements.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on our current progress monitoring projection, Triad 2023 cohort students are demonstrating a 42% projection rate based on the graduation requirement of a gpa above a 2.0 or higher. Triad's graduation rate will increase by 8% by the end of the 2023 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Triad's graduation coach and Support Team will monitor and track credits, GPA, and testing requirements for graduation. An excel spread will be updated as needed. Triad will participate in Weekly Project 10 meetings with a focus on our 2023 cohort. APEX will be monitored on a weekly basis and tracked in the Excel spreadsheet. A Forms log for teachers is created for them to note meetings, data chats and outcomes. Our Master Schedule is created to accommodate course recovery and completion. Credits will be update on student transcripts, along with assessment data. All student data will be communicated with district schools upon completion of graduation requirements.

**Person responsible for  
monitoring outcome:**

Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

**Evidence-based  
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Triad High School students are enrolled in APEX, which is a performance based drop out prevention program. Class sizes are below the state requirement supporting individual academic attention. Behavior Technicians are in the classrooms to assist with academics and behaviors. We have a full time ESE Liaison who provides accommodations and services for all students who have an IEP or 504. The accommodations are shared with teachers and support staff which drives instruction for students. The 2023 Cohort meets quarterly with the support team to review credits, testing requirements, progress monitoring and college and career readiness.

**Rationale for Evidence-  
based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Triad's rational for this strategy is the high percentage of students with one or more indicators (69%) and the high percentage of level one ELA students, 44%. Additionally, 87% of our students are below 90% attendance and 84.82% of our students are on free or reduced lunch and are economically disadvantaged. As of July of 2022 Triad's graduation rate projection for the 2022 school year was 21%. Triad's goal this year is to increase the graduation rate by 8% by implementing the stated strategies, monitoring the 2023 cohort with measurable data provided by the resources we have in place.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Triad's graduation coach will participate Weekly Project 10 meetings with a focus on our 2023 cohort. A complete transcript review will take place at the initial intake interview. Student progression, diploma options and goal sheets will be created for each student. Students will get a print out of all assignments in

APEX, and mark them off when completed. The SWST team will monitor the Cohort weekly, and provide support. Triad's APEX Coordinator will send out weekly progress to all teachers, teachers will have data chats and one on one time for review and complete a Forms log indicating the outcome of the meeting. Students who have been retained or are missing credits will be scheduled in credit recovery courses, upon completion and mastery of a course, students will be scheduled into another graduation required course. The Graduation Coach will keep an Excel spreadsheet of completed credits, GPA and assessments.

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

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#2. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.



## Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

PBIS linked to classroom management strategies

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Triad's Support Team will collect the following data; HERO weekly points, Notice of Concerns (NOC), attendance, referrals, Positive Office Referrals, credit slips, failing grades, assessments both formative and summative, F.A.S.T. and EOC data to guide our students academic and behavior goals. The data will drive our PLC meetings and student interventions. Triad incorporates Character Strong in all classes, this grade level character education will develop skills that students can use throughout school and life.

Triad teachers are responsible for sharing the F.A.S.T. data and determine instruction, remediation or enhancement. The Behavior Specialist will supervise and work with the Behavior Technicians to collect HERO points and determine behavior strategies necessary for improved classroom behaviors. The Behavior Specialist will develop Behavior Contracts, Functional Behavior Assessments and Behavior Intervention Plans to support students and increase positive classroom behaviors.

School Wide Support Team meeting take place weekly, the team includes; Truancy Officer, District Student Support team members, Teen Court, and various mentoring and community partners. Parent engagement meetings are especially important for ALL students. Triad parent groups will meet in the community every quarter. Quarterly recognition celebrations will include attendance, students of the week, and academic success, as well as, Transition Ceremonies.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Triad has weekly Team meetings (Staff), weekly SWST and quarterly Parent newsletters. We communicate with parents, outside counselors, Juvenile Justice department, School Advisory Committee(SAC) and community partners as needed. Stakeholders will participate in our celebrations, get copies of newsletter and are invited to follow Triad on social media. Our Home School Liaison and the districts Parent Engagement Director will partner with community leaders and organize parent meetings providing learning opportunities to promote attendance, academics, behavior data, parenting skills, as well as, safety and security updates.

Every student that is registered to Triad has an individualized intake interview. During the intake Triad's policies and procedures are explained to the parent and student, we also go over academics, transcript review, graduation requirements behavior data and other pertinent information for student success.

**Describe how implementation will be progress monitored.**

Triad's Behavior Specialist will monitor our weekly HERO points and recognize student point leaders weekly. Our students will nominate staff of the month, staff will be celebrated and recognized. Triad SWST will monitor attendance and work with our Attendance Clerk to assure necessary letters and contacts are made to parents and District Truancy Workers. Positive Office Referrals, attendance, passing grades, credits and behavior data is all shared during during our Transition meetings prior to student returning to their district schools. Our assessments, including but not limited to F.A.S.T, EOC's, unit tests, quizzes, pre

and post testing are shared with students and parents. We have Success Coaches working with students individually to support their success. Students are also provided with goal sheets and student progression and graduation documents.

**Action Steps to Implement:**  
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
PBIS, SWST, Intake Interviews, Graduation Plans, Transcript review, Assessment review, daily attendance percentage rates and behavior data . Weekly staff meetings, Professional Development, HERO, Character Strong, Notice of Concern, Lunch Reservation, Reflection room. Implementation of Professional Learning Communities, starting with our Guiding Coalition. Common language and attention to the 4 Critical PLC questions. Posting schoolwide expectations in classrooms, hallways, cafeteria's and administration office.	Teal, Brooke, brooke.teal@sarasotacountyschools.net