

Sarasota County Schools

Triad School



2023-24

Schoolwide Improvement Plan (SIP)

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Triad

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Triad is committed to fostering active engagement from all members of the school community, including parents, in order to support student success.

Provide the school's vision statement.

From Start to Finish Embrace the Journey.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	Maintains safety and security, provides instructional leadership, overlooks school wide discipline, implements the vision and mission of the district. Interviews and hire staff, develops PBIS plans, oversees SWST, CARE Threat Assessments, school operation including, transportation and food and nutrition and all other duties as assigned.
Hendricks, Samantha	Behavior Specialist	Provides student behavior support and behavior data. Develops and implements Behavior contracts, participates in SWST, IEP's and 504 meetings.
Lux, Alyssa	Psychologist	Provides testing for students, attends SWST, CARE, IEP meetings, CARR with students, works with Student Services
Wheeler, Tommie	Teacher, ESE	Provide's a classroom culture where instructional success is a priority. Adheres to the BEST Standards, provides a safe and inviting environment.
Dill, Suzette	Administrative Support	Supports the school's mission and vision and assists the school leader in various task and assignments.
Eddy, Jace	School Counselor	Provide counseling services, scheduling, Graduation Coach, SWST, 504
Gummerson, Molly	Behavior Specialist	Assist student behaviors, Advisory, FBA's, BIP, PBIS Restorative Circles other duties a assigned.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The stakeholders at Triad were selected by nomination and voted on by a staff survey. The stakeholders hold key positions at Triad and have daily contact with all stakeholders including, teachers, students, parents and community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring a school improvement plan is crucial for ensuring effective implementation and measuring its impact on student achievement. Here is a brief summary of how the principal can undertake this task.

1. **Establish Clear Goals and Benchmarks:** The principal will clearly define the goals and objectives outlined in the school improvement plan. These goals will be measurable and time-bound, allowing for regular assessment and monitoring. Additionally, benchmarks and performance indicators should be established to track progress.
2. **Develop Data Collection Systems:** The principal and team will create efficient data collection systems to gather relevant information. This can include academic performance data, attendance records, discipline reports, and feedback from teachers, students, and parents. Technology tools and software can be utilized to streamline data collection and analysis.
3. **Regular Progress Monitoring:** The principal and team will set up a regular schedule to review and analyze the collected data. This can be done on a monthly, quarterly, or semester basis, depending on the specific goals and objectives. By monitoring progress regularly, the principal can identify areas of success and areas that require improvement.
4. **Collaborate with Staff:** The principal will involve teachers, department heads, and other staff members in the monitoring process. Regular meetings and discussions should be held to review data, share insights, and identify strategies for improvement. This collaborative approach fosters a sense of shared responsibility and encourages staff to take ownership of the school improvement plan.
5. **Adjust Strategies as Needed:** Based on the data analysis and input from staff, the principal will need to make adjustments to the strategies outlined in the improvement plan. If certain initiatives are not yielding the desired results, alternative approaches can be explored. Flexibility and adaptability are key in ensuring continuous improvement.
6. **Communicate Progress to Stakeholders:** The principal will regularly communicate the progress of the school improvement plan to various stakeholders, including teachers, parents, and the school board. Transparent and timely reporting helps build trust and keeps everyone informed about the efforts being made to enhance student achievement.
7. **Seek External Evaluation:** In addition to internal monitoring, the principal will consider seeking external evaluations or assessments of the school improvement plan. External experts can provide an unbiased perspective and offer valuable insights into the effectiveness of the strategies being implemented.

By following these steps, a principal will effectively monitor the school improvement plan, make informed decisions, and ensure that the plan positively impacts student achievement. Continuous monitoring and adaptation are essential for maintaining a dynamic and responsive learning environment.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	10	20	30	
One or more suspensions	0	0	0	0	0	0	0	10	22	32	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	1	3	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	4	14	18	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	36	69	105

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	12	14	102	
One or more suspensions	0	0	0	0	0	0	0	12	14	101	
Course failure in ELA	0	0	0	0	0	0	0	4	7	43	
Course failure in Math	0	0	0	0	0	0	0	6	3	21	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	5	9	51	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	6	9	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	2	4	13	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	12	16	73

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	27
Students retained two or more times	0	0	0	0	0	0	0	3	2	32

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	12	14	26	
One or more suspensions	0	0	0	0	0	0	0	12	14	26	
Course failure in ELA	0	0	0	0	0	0	0	4	7	11	
Course failure in Math	0	0	0	0	0	0	0	6	3	9	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	5	9	14	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	6	9	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	2	4	6	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	12	16	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	4
Students retained two or more times	0	0	0	0	0	0	0	3	2	5

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		58	50		60	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		49	38		43	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		73	64		56	40			
Social Studies Achievement*		75	66		50	48			
Middle School Acceleration					45	44			
Graduation Rate	17	89	89	0	71	61	13		
College and Career Acceleration		74	65		74	67			
ELP Progress		55	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	17
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	17

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	21	Yes	2	2

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	1	1

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students										17		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL											1	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students										0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										0		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										13		
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										17		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	10%	58%	-48%	50%	-40%
07	2023 - Spring	8%	55%	-47%	47%	-39%
08	2023 - Spring	9%	55%	-46%	47%	-38%
09	2023 - Spring	7%	59%	-52%	48%	-41%
06	2023 - Spring	*	54%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	61%	*	54%	*
07	2023 - Spring	11%	67%	-56%	48%	-37%
08	2023 - Spring	3%	54%	-51%	55%	-52%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	4%	55%	-51%	44%	-40%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	59%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	71%	-71%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	79%	-65%	66%	-52%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	72%	-62%	63%	-53%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The ELA Reading subject has demonstrated the poorest performance among our students. In the previous academic year, Triad experienced its highest enrollment of Middle School students. It is

common for our Middle School students to perform below their expected grade levels and compared to their peers. This can be attributed to larger class sizes and a rise in behavioral issues. Additionally, we faced the challenge of accommodating 12 new Middle School students who joined Triad simultaneously. The sudden surge in enrollment had a domino effect, necessitating the creation of a new Master Schedule, adjustment of student schedules, and reassignment of teaching duties.

The majority of our enrollment consisted of male students. Additionally, there was an increase in the number of ESE students (Exceptional Student Education) and 504 plans. Furthermore, we experienced a period of several months without a Behavior Specialist, which impacted our ability to address behavioral issues effectively. In December, our Student Assistance Program Counselor resigned, resulting in a lack of additional guidance and support for our students. Moreover, we were without a Guidance Counselor throughout the entire year. Additionally, we had a first-year ELA teacher whose lack of teaching experience was occasionally evident. All of these factors combined to contribute to the decline in ELA Reading performance.

Triad also has several multiple students with one or more Early Warning indicators. Triad also has a very transient enrollment, often times Triad administration and support staff has to adjust classroom size, schedules and teacher assignments. This influx of students can be disruptive if not handled with flexibility and dignity.

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

The data component that exhibited the most significant decline compared to the previous year is the number of Level 1 ELA students. This year, the number of Level 1 ELA students increased from 11 to 18, marking a decrease of 61%.

The contributing factors to the decline in performance include increased enrollment, a higher number of students with multiple indicators, an increase in students with attendance below 90%, and a rise in out-of-school suspensions. Additionally, we faced challenges related to the lack of experienced teachers and inadequate implementation of lesson plans, planning, and professional development.

Another significant contributing factor is the absence of a Behavior Specialist and Guidance Counselor for the majority of the school year. This absence had a notable impact on student support and resources. Additionally, there was an increase in Behavior Threat Assessments, which necessitated key staff members to be away from classroom instruction and student support, further affecting the overall learning environment. The combination of grades 6-12 on the same campus causes disruption and interference of learning. Triad will work closely with the district to plan for additional building and space ideas this academic school year.

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.

Triad's below-average performance across all categories can be attributed to several contributing factors:

1. Influx of Enrollment: The school has experienced a significant influx of enrollment, which may have put strain on resources and impacted the ability to effectively meet the needs of the growing student population. This sudden increase in student numbers can create challenges in maintaining quality education and providing personalized support.
2. High Percentage of Students with Early Warning Signs (EWS): Triad has a high percentage of students displaying multiple Early Warning Signs, indicating potential challenges that may affect their learning. These indicators could include poor attendance, low grades, and behavioral issues, among others. Addressing these warning signs is crucial to improving student outcomes.
3. High Percentage of Economically Disadvantaged Students: Triad serves a high percentage of economically disadvantaged students. Socioeconomic factors can impact students' access to resources

and support systems outside of school, which may hinder their academic progress. Additional support and resources tailored to the needs of economically disadvantaged students are necessary.

4. Over 75% African American Males: The school's demographic makeup, with over 75% of its student population being African American males, may present unique challenges and require targeted interventions. Addressing the specific needs and circumstances of this student group is crucial to narrowing achievement gaps.

5. Lack of Behavior Specialist: The absence of a behavior specialist at Triad can impact the school's ability to effectively address behavioral issues and provide appropriate interventions. Having a behavior specialist on staff can help implement positive behavior support programs and strategies to create a conducive learning environment.

6. Presence of First-Year Teachers: The presence of three first-year teachers can impact the overall instructional quality and consistency. New teachers often require time and support to develop their teaching skills and become familiar with the school's curriculum and culture. Comprehensive mentoring and professional development programs can help support these teachers and enhance their effectiveness in the classroom.

7. Poor Daily Attendance: Low attendance rates can significantly impact student achievement. Poor daily attendance disrupts instructional continuity and limits opportunities for learning. Implementing strategies to improve attendance, such as awareness campaigns, parent engagement initiatives, and individualized support for students facing barriers to attendance, is crucial.

8. High Number of Out-of-School Suspensions and At-Risk Indicators: Triad experiences a high number of out-of-school suspensions and other indicators that suggest a significant population of at-risk students. These indicators may include disciplinary issues, low academic performance, and disengagement from school. Developing alternative disciplinary strategies, implementing restorative practices, and providing targeted interventions can help address these issues and support at-risk students.

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

Triad identified the need for improvement in the area of middle grades math failure, particularly among students with exceptional student education (ESE) needs in grades 6-8. To address this concern, the school implemented several initiatives:

1. New Schedule with Additional Math Section: In January, Triad introduced a new schedule that allowed for an additional section of middle grades math. This created smaller class sizes and more personalized instruction, enabling students to receive focused support and attention. Having the same teacher teach all four sections of math ensured continuity in teaching and learning, allowing students to build on their understanding and progress more effectively.

2. Credit Recovery Program: Triad implemented a credit recovery program specifically tailored to address failing grades in math. This program provided an opportunity for students who were struggling in math to recover their failing grades. By offering targeted interventions and support, students were given a chance to improve their understanding and performance in math, ultimately increasing their chances of success.

3. Behavior Technician Support: Recognizing that academic progress can be influenced by behavioral factors, Triad provided the support of behavior technicians in all middle grade classes. These technicians offered additional academic and behavior support to students, helping them overcome any challenges

they faced in the classroom. By addressing both academic and behavioral needs, this initiative aimed to create a conducive learning environment that fostered student engagement and achievement.

By implementing these strategies, Triad demonstrated a proactive approach to address the specific needs of students experiencing math failure in the middle grades, including those with ESE requirements. The focus on smaller class sizes, credit recovery, continuity in teaching, and behavior support created an environment conducive to academic growth and success. Regular monitoring and evaluation of these initiatives will enable the school to assess their effectiveness and make further adjustments as needed, ensuring ongoing improvement in math achievement for all students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Triad, a unique school, recently identified 105 students who exhibited Early Warning Indicators, suggesting potential challenges that could impact their learning. Early Warning Indicators typically indicate that students are struggling in multiple areas. Additionally, Triad expressed concern over the significant number of students, 32 in total, who have been suspended at least once. As a school that receives data from other district schools, Triad inherits the suspension records of enrolled students, which contributes to the high number of suspensions observed.

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

To improve the educational outcomes at Triad, there are three key goals to focus on:

1. Increase the number of students scoring a 3 or above on FAST ELA testing: Triad should implement targeted interventions and instructional strategies to enhance students' English Language Arts (ELA) skills. This could include providing additional resources, implementing differentiated instruction, and offering personalized support to struggling students. Collaborating with teachers and implementing data-driven practices can help identify areas of improvement and tailor instruction to meet individual student needs.
2. Decrease the number of out-of-school suspensions: Triad should adopt a proactive approach to discipline, emphasizing prevention and restorative practices. This involves creating a positive and inclusive school climate, promoting conflict resolution skills, and implementing social-emotional learning programs. Providing counseling services, peer mediation, and behavior intervention plans can also help address the underlying issues contributing to disciplinary problems and reduce the need for out-of-school suspensions.
3. Increase the daily average percentage: To improve attendance and increase the daily average percentage, Triad should implement strategies to promote student engagement and address the root causes of absenteeism. This may involve creating a supportive and engaging learning environment, implementing attendance incentives and recognition programs, and working closely with families to address any barriers to regular attendance. Early intervention and monitoring systems can help identify students at risk of chronic absenteeism and provide appropriate support.

By focusing on these goals, Triad can work towards improving academic achievement, reducing disciplinary issues, and fostering a positive and inclusive school environment. It is important to monitor progress regularly, adjust strategies as needed, and collaborate with stakeholders including teachers, students, parents, and the broader community to ensure success.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale for Triad to focus on instructional practice specifically related to English and increasing reading proficiency likely stems from several factors:

Proficiency in English opens up opportunities for individuals in various domains, including education, employment, and social integration. Therefore, prioritizing English language skills can enhance students' future prospects and success.

Reading is a fundamental skill that forms the basis for learning in many subjects. Proficient readers are better equipped to comprehend and engage with complex texts, which are essential for academic achievement across disciplines. By targeting reading proficiency, Triad aims to provide students with a strong foundation for their overall educational development.

It is well-documented that there is often an achievement gap in reading proficiency between different student populations, such as those from low-income backgrounds or English language learners. By focusing on instructional practices in English and reading, Triad may aim to address this gap and promote equity in education. Providing effective instruction in English can help close the achievement gap and ensure that all students have equal opportunities to succeed.

English language arts and reading are typically core components of school curricula and are often aligned with national or state educational standards. By focusing on instructional practices specific to English and reading, Triad can assist educators in meeting these curriculum requirements and helping students meet the specified learning objectives.

Overall, Triad will prioritize instructional practice related to English and increasing Reading proficiency is grounded in the importance of English language skills, the foundational role of Reading, the need to address achievement gaps, research-based approach, and alignment with educational standards. By focusing on these areas, Triad will support teachers in providing high-quality instruction and improving student outcomes in English and reading.

Measurable Outcome:

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

Triad is committed to enhancing students' ELA/Reading proficiency and reducing course failures. Our plan for the 2023-2024 school year aims to achieve a 5 % increase in ELA/Reading proficiency and a 5 % decrease in failures.

Triad will enhance the curriculum by incorporating evidence-based instructional strategies, such as differentiated instruction and literacy interventions, to meet diverse learning needs. Triad will provide professional development for teachers to strengthen their instructional practices and deliver interventions. Triad will establish an assessment system to monitor student progress and identify areas of improvement. This will enable teachers to provide interventions and personalize for struggling students. These interventions will be encouraged and home and will incorporate more parent involvement.

Monitoring:

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

Triad's approach to monitoring instructional practice in ELA and Reading is designed to ensure that the desired outcomes are achieved. Triad will employ a comprehensive system of classroom observations. Observations will occur on a regular basis in classrooms to assess teachers' delivery of instruction, student engagement, and the use of instructional strategies aligned with BEST practices.

Triad utilizes assessments to monitor progress and identify areas for improvement. Triad will administer

formative and summative assessments to evaluate students' reading comprehension, writing skills, and vocabulary development. Assessments provide valuable data on student performance and used to inform instructional decisions and measure progress.

Triad incorporates technology to collect and analyze data. Teachers track trends, identify patterns, and provide targeted support and resources to teachers.

This multifaceted approach includes classroom observations, student assessments, and technology tools. Triad ensures a comprehensive ongoing monitoring of instructional practices in ELA and Reading, driving toward the desired outcomes.

Person responsible for monitoring outcome:

Therese Guinther (therese.guinther@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Triad will use evidence-based interventions like I Ready, Achieve 3000, vocabulary instruction, and scaffolding techniques as effective instructional practices. These interventions enhance students' reading, writing, and language skills, improving their overall literacy development.

I Ready and Achieve are online programs that provide personalized instruction and assessment. These programs offer adaptive learning paths, which tailor instruction to individual students' needs, ensuring targeted practice and remediation. Teachers track students' progress and providing timely feedback. Teachers can identify areas of weakness and adjust instruction.

Vocabulary Interventions enhance students' comprehension and communication. Techniques, such as explicit instruction, context clues, and word analysis, are skills to expand students' vocabulary knowledge and promote word-consciousness.

Scaffolding involves providing temporary support and guidance to students as they acquire new skills. Using scaffolding techniques like modeling, graphic organizers, and think-alouds to help students comprehend complex texts, develop writing fluency, and improve critical thinking.

Triad will implement all interventions listed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Triad's rationale for selecting scaffolding techniques, vocabulary instruction, Achieve 3000, and I-Ready as evidence-based interventions is to provide targeted support and promote academic growth in literacy development. Scaffolding techniques are chosen to assist students who may struggle with comprehension, writing proficiency, or critical thinking. By offering temporary support such as modeling, graphic organizers, and think-alouds, educators help students build their skills and gradually become independent learners.

Vocabulary instruction is essential as it enhances reading comprehension and communication skills. Evidence-based strategies, like explicit instruction and word analysis, expand students' vocabulary knowledge and foster word-consciousness.

Achieve 3000 and I-Ready are valuable tools for personalized learning and assessment. These programs adapt instruction to students' individual needs, track their progress, and provide targeted practice and remediation. By offering tailored instruction, these interventions address specific learning gaps and

promote overall literacy development.

These interventions drive Triad to reach the goal of increased proficiency in ELA,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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 Area of Focus of Instructional practices in ELA involves several steps.

1. Conduct a comprehensive needs assessment to identify specific areas of weakness and challenges in instruction.
2. Provide professional development opportunities to deepen teachers understanding of scaffolding techniques, evidence-based vocabulary instruction, and effective utilization of Achieve 3000 and IREADY.
3. Align the ELA curriculum with the selected interventions, ensure they're embedded in lesson plans, assessments, and learning materials.
4. Regularly analyze data from formative and summative assessments, as well as from Achieve and I-READY.
5. Use scaffolding techniques to differentiate instruction based on students' individual learning styles.
6. Implement evidence-based vocabulary instruction techniques such as explicit teaching of word meanings, context clues, and word analysis.
7. Integrate Achieve 3000 and IREADY into the instructional practices, providing students with learning paths, and targeted remediation.
8. Monitor student progress, provide timely feedback, and offer support as needed. Collaborate with colleagues.

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

By When: By the conclusion of the last FAST testing P3 date in the Sarasota Testing Calendar in the 2023-2024 school year.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale for identifying the ESSA subgroup, specifically relating to outcomes for multiple subgroups, as a critical need is based on the analysis of data. ESSA emphasizes the importance of equity and accountability in education, specifically focusing on the academic achievement and progress of various subgroups of students, such as students with disabilities, English language learners, and economically disadvantaged students.

By identifying the ESSA subgroup as a critical need, Triad stakeholders can recognize the urgency to address these disparities and ensure equitable educational opportunities for all students.

Focusing on outcomes for multiple subgroups aligns with the larger goal of improving overall educational quality and closing achievement gaps. ESSA holds schools accountable for the progress of all students, regardless of their subgroup status. By addressing the specific needs of each subgroup, Triad can work towards creating a more inclusive and equitable learning environment.

The identification of this critical need also serves as a catalyst for implementing evidence-based interventions and instructional practices targeted at supporting the identified subgroups. It encourages teachers to utilize differentiated instruction, accommodations, and targeted interventions to address the unique challenges and strengths of each subgroup.

In conclusion, the rationale for identifying the ESSA subgroup, specifically relating to outcomes for multiple subgroups, as a critical data analysis which reveals disparities in academic outcomes among different student groups. By focusing on these outcomes, stakeholders can prioritize equity, accountability, and the implementation of targeted interventions to ensure that all students have the opportunity to succeed academically and reach their full potential.

Measurable Outcome:

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

1. Decrease the number of students who are absent 10% or more days: Triad will reduce the percentage of students with excessive absences to below 5%. Triad will accomplish through interventions such as, attendance monitoring, communication with parents, and provide support and resources to address barriers to attendance.
2. Reduce the number of students with one or more suspensions: Triad will decrease the number of students with suspensions to less than 5%. Triad will implement restorative practices, social support, and behavior intervention strategies.
3. Decrease the number of students who failed ELA: Triad will have less than 3% of students failing ELA. Interventions include, additional academic support, and individualized learning plans.
4. Increase the number of middle school students performing at a level 3 or higher in ELA: Triad will have at least 70% of middle school students perform at a level 3 or higher on ELA assessments.

Monitoring:

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

Under Every Student Succeeds Act (ESSA), monitoring of ESSA subgroups, particularly in terms of outcomes for multiple subgroups, aims to ensure educational equity and measure progress towards desired outcomes. At Triad, this monitoring process involves several key steps.

1. Triad will identify and define the specific subgroups based on ESSA requirements, such as racial/ethnic groups, students with disabilities, and economically disadvantaged students. Each subgroup will have its own set of desired outcomes.
2. Triad will collect and analyze data on academic achievement, graduation rates, attendance, and other indicators for each subgroup. This data will provide insights into the progress and performance of different subgroups.

Triad will compare the outcomes of each subgroup to the desired outcomes set by ESSA. This will identify any achievement gaps or disparities between subgroups. Triad will develop strategies and interventions to address and improve outcomes for all subgroups.

Person responsible for monitoring outcome:

Alyssa Lux (alyssa.lux@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Triad will implement MTSS. MTSS is implemented through a tiered approach that includes three levels of support: Tier, 1,2 and 3.

Tier 1 is evidence-based instructional strategies, differentiated instruction, and ongoing assessment to monitor progress.

Tier 2 provides supplemental interventions. Interventions are specifically designed to address unique needs of subgroups. Including small group instruction, tutoring, academic enrichment programs, or specialized interventions.

Tier 3 students who continue to struggle despite targeted interventions receive more intensive and individualized support. Could involve one-on-one instruction, personalized learning plans, or access to specialized services and resources.

MTSS intervention is monitored through ongoing data collection and analysis. This allows staff to evaluate and make data-informed decisions to refine and improve the support provided to the subgroups.

MTSS ensures that students from multiple subgroups receive the support and interventions to improve their outcomes, address achievement gaps, and promote educational equity.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS is chosen because it provides a systematic framework that allows Triad to identify and address the unique needs of different subgroups.

MTSS aligns with the goals of ESSA by promoting educational equity and reducing achievement gaps. By implementing targeted interventions, MTSS aims to address disparities in academic achievement among

subgroups and provide support to improve outcomes for all students.

Through ongoing assessment and progress monitoring, Triad can identify struggling students, track their progress, and make data-informed decisions about the effectiveness of interventions. This allows for continuous improvement and adjustment of strategies to better support the subgroups in achieving their desired outcomes.

Overall, MTSS is chosen as a strategy for supporting ESSA subgroups due to its evidence-based approach, targeted interventions, focus on equity, and to monitor and refine support to improve outcomes for multiple subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

MTSS addresses ESSA subgroups:

1. Data Collection and Analysis: Collect and analyze data on academic achievement, attendance, graduation rates, and other relevant indicators.
2. Tiered Intervention: Implement a tiered approach to support. Provide high-quality instruction and support to all students. Offer targeted interventions for subgroups that require additional support. Provide intensive, individualized interventions for students who continue to struggle.
3. Evidence-Based Practices: Utilize evidence-based instructional strategies, interventions, and programs that are proven effective.
4. Professional Development: Provide ongoing professional development for Triad Staff to enhance their knowledge and skills in implementing effective interventions for subgroups.
5. Progress Monitoring: Regularly monitor student progress to assess the effectiveness of interventions and identify areas for improvement. Use data to make informed decisions.
6. Collaboration and Communication: Implement PLC's and increase communication for All stakeholders. Involve families in the decision-making.
7. Continuous Improvement: Continuously evaluate the impact of interventions and make adjustments as needed.

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

By When: Triad will implement these strategies beginning on August 10, 2023 and continue to monitor and evaluate throughout the 2023-2024 school year.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Triad Alternative, a forward-thinking school, has identified a Positive Culture and Environment as one of its primary areas of focus. This decision is rooted in the understanding that a positive culture and environment play a pivotal role in fostering personal growth, well-being, and overall success for staff, students and parents.

Firstly, a positive culture and environment promote a sense of belonging and inclusivity. When individuals feel valued, respected, and accepted, they are more likely to develop a strong connection with their school and its mission. This sense of belonging encourages teamwork, collaboration, and open communication, leading to increased productivity and innovation. Moreover, a positive culture and environment foster diversity and encourage different perspectives, which can result in creative problem-solving and well-rounded decision-making.

Secondly, a positive culture and environment have a significant impact on individual well-being. When people are surrounded by positivity, support, and encouragement, they experience reduced stress levels and improved mental health. This, in turn, boosts morale, motivation, and job satisfaction. Employees who feel supported and appreciated are more likely to be engaged in their work, leading to higher levels of productivity and overall organizational success.

Furthermore, a positive culture and environment promote personal and professional growth. When individuals are provided with opportunities for learning, development, and advancement, they feel empowered and motivated to achieve their goals. Triad Alternative recognizes that investing in continuous training, mentorship programs, and skill-building initiatives creates a culture of growth and improvement. This not only benefits the individuals but also contributes to the overall success of our school by cultivating a highly skilled and adaptable team.

Triad Alternative's focus on cultivating a positive culture and environment is crucial. It promotes a sense of belonging and inclusivity, enhances individual well-being, and facilitates personal and professional growth. Triad Alternative ensures a thriving and engaging work environment.

Measurable Outcome:

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

Triad Alternative has set specific measurable outcomes as part of its focus on creating a positive culture and environment. Triad will have an increase of 5% in attendance rates and a 10% decrease in out-of-school suspensions.

To increase the attendance rate, Triad Alternative will implement various strategies. These will include implementing attendance incentive programs, where students are rewarded for consistent attendance, and conducting regular attendance monitoring and interventions to identify and address any underlying issues that may be contributing to absences. Triad will collaborate with parents, guardians, and the community to emphasize the importance of regular attendance .

To achieve a 10% decrease in out-of-school suspensions, Triad will focus on implementing restorative practices and proactive behavior management strategies. This will involve providing training to staff on conflict resolution and restorative approaches, implementing mediation programs, and creating a positive behavior support system that reinforces positive behaviors and provides alternatives to suspension.

Monitoring:

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

Triad will employ a comprehensive monitoring system to assess the desired outcome of a positive environment and culture within an organization. Triad will establish key performance indicators that align with the goals of fostering a positive environment. Indicators will include employee engagement surveys, student recognition employee satisfaction ratings, and diversity and inclusion.

Triad will utilize surveys, interviews, and feedback to gauge employee perceptions and experiences. This will enable the identification of areas of improvement and potential issues. Triad will also analyze qualitative and quantitative data to uncover patterns and trends that may impact the overall environment and culture.

Triad will encourage open communication channels, such as suggestion boxes or anonymous reporting systems, to ensure that employees and students feel comfortable expressing concerns or sharing ideas.

Triad's monitoring system will involve regular data collection, analysis, and reporting to track progress over time. and employ data-driven decisions and implement targeted interventions.

Person responsible for monitoring outcome:

Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented to promote a positive environment and culture is a comprehensive Positive Behavior Intervention Support (PBIS) program.

The PBIS program begins with a thorough assessment of the existing culture and environment within the organization. This assessment identifies areas of improvement and targets specific behaviors and practices that need attention. Based on this, a set of clear and achievable goals are established.

The intervention includes training sessions for employees to increase their understanding of positive reinforcement techniques, effective communication, Mindset, and teamwork. These sessions provide employees and students with the necessary skills to create a positive and supportive environment.

PBIS also implements a system of rewards and recognition for individuals who exhibit positive behaviors and contribute to a positive culture, this will include incentives.

Regular monitoring and evaluation of the intervention's effectiveness are conducted to ensure that the desired outcomes are being achieved.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting Positive Behavior Interventions and Supports (PBIS) as a strategy to promote a positive environment and culture is rooted in its evidence-based effectiveness and focus on proactive intervention.

Firstly, PBIS has a strong foundation in research and has been proven effective in various settings, including schools, workplaces, and community organizations. It provides a systematic approach that is based on empirical evidence and has demonstrated positive outcomes in improving behavior, reducing disciplinary issues, and enhancing overall organizational culture.

Secondly, PBIS focuses on proactive measures rather than reactive. It emphasizes teaching and reinforcing positive behaviors, creating clear expectations, and providing consistent support and feedback. Triad will shift the focus from punitive measures to prevention and intervention.

PBIS promotes collaboration among stakeholders, such as employees, and students. This collaborative approach ensures that everyone is involved in creating and maintaining a positive culture, fostering a sense of ownership and shared responsibility.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

To address a positive environment and culture, Triad will take these steps:

1. Assess Current Environment: Conduct a comprehensive assessment of the culture and environment.
2. Set Clear Goals: Establish clear and measurable goals for fostering a positive environment and culture.
3. Develop Policies and Procedures: Review and update existing policies and procedures to support a positive culture.
4. Training and Development: Provide training opportunities for employees to enhance their skills and knowledge related to positive communication, teamwork, diversity, inclusion, and Mindset.
5. Promote Positive Reinforcement: Implement a system of positive reinforcement and recognition to acknowledge and reward staff and students.
6. Open Communication: Encourage open communication. Include feedback, suggestion boxes, and anonymous reporting.
7. Monitor and Evaluate: Monitor and evaluate the progress towards the desired culture.
8. Adjust and Improve: Based monitoring and evaluation results, make adjustments and improvements.

Triad will address and cultivate a positive environment and culture.

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

By When: Triad action steps will begin on August 3, 2023, and will be implemented throughout the 2023-2024 school year. Triad staff, students and parents will all have input.

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Triad recognizes the significance of focusing on instructional practices related to English Language Arts (ELA) for several reasons. By prioritizing ELA instructional practices, Triad will enhance student learning outcomes, promote academic success, and prepare students for future academic and professional pursuits.

1. Core Academic Skill Development: ELA encompasses essential academic skills, such as reading, writing, speaking, and listening. These skills serve as building blocks for students' overall academic development and success across various subjects. By improving instructional practices in ELA, Triad will ensure that students develop strong foundational skills that support their learning in all areas of the curriculum.
2. College and Career Readiness: Proficiency in ELA is crucial for students' college and career readiness. Effective ELA instruction equips students with the ability to comprehend complex texts, express their ideas coherently in writing, and engage in critical analysis and interpretation.
3. Literacy Across Disciplines: Effective ELA instruction goes beyond teaching language skills; Strong ELA skills enable students to comprehend and analyze texts in science, social studies, and other content areas, thereby facilitating deeper understanding and academic achievement across curriculum.
4. Critical Thinking and Communication Skills: ELA instruction fosters critical thinking and communication skills that are essential for lifelong learning and active participation in society. Through engaging with a variety of texts and developing their own written and oral expression, students learn to analyze, evaluate, and articulate their thoughts effectively.
5. Equity and Access: Focusing on ELA instructional practices ensures equitable access to high-quality education for all. Language proficiency is a significant factor in academic success, and by prioritizing ELA instruction, Triad will address achievement gaps, promote inclusivity, and provide opportunities for all students.

Triad's emphasis on instructional practices related to ELA reflects its commitment to fostering well-rounded, literate, and empowered students.

Measurable Outcome:

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

Triad has specific measurable outcomes for the 2023-2024 school year, including:

1. Increase in ELA Proficiency: Triad aims to achieve a 5% increase in the ELA proficiency rate compared to the previous year.
2. Reading Comprehension: Triad will improve reading comprehension skills. Collect pre- and post-assessment data and determine the percentage of students who show growth in their ability to understand and interpret texts.
3. Writing Proficiency Improvement: Triad will enhance students' writing proficiency. By assessing writing samples and measuring the percentage of students who demonstrate growth.

4. Increased Vocabulary Acquisition: Triad will foster vocabulary development among students. This is measured by assessing students' knowledge and retention of new vocabulary words.

5. Improved Oral Communication Skills: Triad will strengthen students' oral communication abilities. This can be evaluated through assessments or rubrics that measure students' ability to articulate thoughts clearly.

Triad aims to track progress and identify these areas for improvement.

Monitoring:

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

By implementing instructional practices through ELA, Triad will monitor the desired outcomes.

1. Curriculum Alignment: ELA curriculum will be reviewed and aligned with established standards and learning objectives.
2. Formative Assessments: Formative assessments will be conducted to gather data on student progress and understanding. including quizzes, class discussions, writing samples, and reading comprehension exercises.
3. Data Analysis: Collected assessment data will be analyzed to identify strengths and areas of improvement in instructional practices.
4. Progress Monitoring: Ongoing progress monitoring will be implemented to track student performance over time. Assessments, benchmark assessments, or progress reports to evaluate individual progress.
5. Teacher Reflection and Collaboration: Teachers participate in PLC's.
6. Feedback and Support: Observations, peer evaluations, and coaching sessions, will be available.
7. Stakeholder Engagement: All stakeholders will be involved in this area of focus.

Triad will ensure all practices through ELA are aligned with the desired outcomes.

Person responsible for monitoring outcome:

Therese Guinther (therese.guinther@sarasotacountyschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for the area of focusing on instructional practices in ELA is imperative.

The interventions include strategies such as explicit instruction, which involves clearly stating learning objectives, modeling skills, and providing guided practice. Differentiated instruction tailors instruction to meet the diverse needs and abilities of students.

The interventions incorporate the use of formative assessment techniques, such as ongoing feedback and self-assessment, to monitor student progress and adjust instruction accordingly.

Furthermore, the intervention emphasizes the integration of technology tools and resources to enhance

ELA instruction. This includes the use of Achieve 3000, I-Ready, and IXL, digital texts, and multimedia resources to engage students and promote literacy skills.

By implementing these evidence-based instructional strategies, Triad will improve student engagement, comprehension, and overall literacy skills in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for the strategies selected by Triad to support ELA is rooted in research-based best practices in English Language Arts.

Explicit instruction is chosen due to its effectiveness in providing clear learning objectives, modeling skills, and offering guided practice. By explicitly teaching ELA concepts and skills, students can develop a solid foundation and comprehension.

Differentiated instruction is implemented to address the diverse needs of students.

Formative assessment techniques are incorporated to monitor student progress and provide timely feedback. These assessments help identify areas of improvement, enabling teachers to adjust instruction and provide targeted support and continuous feedback.

Technology tools and resources reflects the changing educational landscape. Utilizing digital resources, and multimedia can enhance student engagement, provide interactive learning experiences, and develop digital literacy skills that are increasingly important in today's world.

Overall, the rationale for selecting these strategies is based on their alignment with research-based best practices.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

#5. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#6. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

To effectively review school improvement funding allocation and ensure resources are allocated based on needs, the following strategies and resources are proposed for Triad Alternative

1. Additional Teachers for At-Risk Students: Allocate resources to hire three additional teachers who will each have an extra class dedicated to meeting the needs of the most at-risk students. This will help reduce class sizes and provide targeted support to students who require additional attention and assistance.
2. Extra Duty Days for Data Collection: Allocate budget resources to provide extra duty days for teachers to collect and analyze data. This will enable them to assess student progress, identify areas of improvement, and make data-informed decisions to enhance instructional practices.

3. **Positive Behavior Support Coordinators:** Assign dedicated Positive Behavior Support Coordinators who will be responsible for developing and implementing Tier 1, 2, and 3 interventions and strategies to address behavioral needs. These coordinators will work closely with teachers, students, and families to create a positive and supportive school environment.
4. **Parent and Family Engagement Funds:** Allocate funds specifically aimed at encouraging parent support and engagement. These resources can be used to organize workshops, family events, and other initiatives that promote collaboration between parents, families, and the school community.
5. **Additional Funding for Art Supplies:** Recognize the importance of arts education by allocating extra funding for art supplies. This will ensure that students have access to quality materials and resources to foster their creativity and artistic development.
6. **After-School Tutoring:** Allocate resources to establish after-school tutoring programs that provide academic support to students who may require additional help outside of regular classroom hours. This will enhance their learning opportunities and improve their academic performance.
7. **Budget Allocation for Substitute Teachers:** Allocate funds to cover substitute teachers' expenses, allowing teachers to participate in Professional Learning Communities (PLCs). PLCs provide valuable opportunities for educators to collaborate, share best practices, and engage in professional development activities.
8. **School Campus Improvements:** Allocate resources for improving the school campus, including infrastructure upgrades, facility maintenance, and equipment purchases. Creating a safe, comfortable, and conducive learning environment is essential for student engagement and success.
9. **Rewards and Recognition Funds:** Allocate funds to celebrate positive behaviors, increased attendance, and academic excellence. Recognizing and rewarding students' achievements will motivate them to strive for success and promote a positive school culture.
10. **Teacher and Staff Recognition Funds:** Allocate resources to acknowledge and appreciate the hard work and dedication of teachers and staff members. This can be done through incentives, awards, or professional development opportunities that recognize their contributions and encourage ongoing growth.

By implementing these strategies and allocating resources accordingly, the Sarasota School District can ensure that school improvement funding is allocated based on the specific needs of students, teachers, and the overall school community.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

To effectively disseminate the School Improvement Plan (SIP), UniSig budget, and School Improvement Plan (SIP) to stakeholders such as students, families, school staff, leadership, and local businesses and organizations, the following methods and protocol can be implemented:

1. Communication Channels:

a. School Website: Create a dedicated section on the school's website where all relevant information, including the SIP, UniSig budget, and SWP, can be easily accessed by stakeholders.

<http://sarasotacountyschools.net/Triad>

b. Newsletters: Develop regular newsletters that highlight the school's progress and provide updates on the SIP goals and achievements. Ensure that the newsletters are written in a language that parents can easily understand.

c. Email: Send periodic emails to parents, staff, and other stakeholders, summarizing the key points of the SIP, UniSig budget, and SWP. Use simple and clear language to facilitate understanding.

d. Social Media: Utilize social media platforms such as Facebook, Twitter, or Instagram to share updates on the school's progress and engage with stakeholders. Share relevant documents and information through these channels.

2. Public Meetings and Workshops:

a. Parent-Teacher Meetings: Incorporate discussions about the SIP, UniSig budget, and SWP into regular parent-teacher meetings. Provide handouts or presentations in a language that parents can easily comprehend.

b. Community Workshops: Organize workshops or information sessions specifically dedicated to sharing the SIP, UniSig budget, and SWP with families, local businesses, and organizations. Ensure that the content is presented in a language that is accessible to all participants.

3. Multilingual Materials:

a. Translations: Translate key documents, such as the SIP summary, budget overview, and SWP updates, into different languages commonly spoken by the school community. Distribute these translated materials to families and stakeholders who may have limited English proficiency.

b. Interpretation Services: Offer interpretation services during meetings, workshops, or other events where SIP-related information is shared. This will ensure that language barriers do not hinder understanding and engagement.

4. Open Dialogue:

a. Feedback Mechanisms: Establish feedback mechanisms that allow stakeholders to provide input and ask questions regarding the SIP, UniSig budget, and SWP. Encourage an open dialogue, and address concerns in a timely manner.

b. Q&A Sessions: Conduct dedicated Q&A sessions during parent-teacher meetings or community workshops, where stakeholders can seek clarification and gain a comprehensive understanding of the SIP and its progress.

5. Visual Presentations:

a. Infographics: Create visually appealing infographics or charts that summarize the key points of the SIP, UniSig budget, and SWP. Visual representations can often simplify complex information and make it more accessible to parents.

By employing various communication channels, facilitating open dialogue, and providing multilingual resources, you can ensure that all stakeholders can understand, engage with, and contribute to the school's improvement efforts.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents, families, and other community stakeholders is crucial for Triad to fulfill our mission, support the needs of students, and keep parents informed of their child's progress. Below is how Triad will plan to achieve this.

1. Open communication channels: Triad will establish various communication channels to facilitate regular and open communication with parents and families. This will include email newsletters, a dedicated school website or portal, social media platforms, and regular parent-teacher conferences, along with Connect Education phone calls, emails and text. These channels will provide parents with updates on school activities, important dates and their child's progress.
2. Parent engagement Events: Triad will organize regular parent engagement events such as orientation sessions, workshops, and seminars. These events will provide opportunities for parents to actively participate in their child's education, learn about the school's curriculum and programs, and interact with teachers and staff. By involving parents in the learning process, Triad will foster a sense of partnership and collaboration.
3. Parent Volunteer Programs: Triad will create volunteer programs that allow parents and family members to contribute their time and skills to the school community. This will include assisting in the classroom, organizing extracurricular activities, or participating in fundraising activities. Triad can strengthen relationships with parents and families and create a sense of ownership and pride within the community.
4. Parent -Teacher Collaboration: Triad will encourage ongoing collaboration between parents and teachers to support the academic and personal development of students. This will involve regular meetings between parents and teachers to discuss student progress, share concerns or observations, and develop strategies to address any challenges. Collaboration will help parents feel valued and involved in their child's education, while also providing teachers with valuable insights into the student's home environment.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Triad's approach to strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum involves several key strategies:

1. Curriculum Enhancement: Triad will review and enhance its existing curriculum to ensure it is rigorous, aligned with academic standards, and promotes critical thinking, problem-solving, and creativity. This may involve updating curriculum materials, incorporating new teaching methodologies, and integrating technology tools to enhance learning experiences.
2. Individualized Learning: Triad recognizes the importance of catering to individual student needs. The school will implement strategies to differentiate instruction, providing personalized learning pathways for students based on their abilities, interests, and learning styles. This will involve offering advanced courses, providing enrichment activities, or offering remedial support as needed.
3. Extended Learning Time: Triad will explore opportunities to extend learning time beyond regular school hours. This may include offering after-school programs, tutoring sessions, or summer enrichment programs. By extending learning time, students will have more opportunities to delve deeper into subjects, engage in hands-on activities, and pursue their interests.

4. **Enrichment Programs:** Triad will introduce a range of enrichment programs to provide students with diverse learning experiences. These will include extracurricular activities, clubs, competitions, and field trips that expand students' knowledge and skills in areas such as STEM, arts, sports, leadership, and community service. Enrichment programs will help students develop a well-rounded education and explore their passions.

5. **Accelerated Pathways:** Triad will develop accelerated pathways for academically advanced students. This may involve offering advanced placement (AP) courses, dual enrollment programs with local colleges or universities, or creating specialized tracks for gifted and talented students. By providing accelerated pathways, Triad aims to challenge high-achieving students and provide them with opportunities for advanced learning.

6. **Professional Development:** Triad recognizes the importance of well-trained and knowledgeable educators. Triad school will invest in professional development programs to support teachers in implementing effective teaching strategies, incorporating technology, and staying abreast of the latest research in their respective fields. By continuously enhancing the skills of its teachers, Triad ensures the delivery of a high-quality education.

7. **Partnerships and Resources:** Triad will establish partnerships with external organizations, universities, and experts to access additional resources and expertise. These partnerships will involve collaborations for professional development, mentoring programs, access to specialized facilities or equipment, or guest speaker engagements. By leveraging external resources, Triad will provide students with unique learning opportunities.

By implementing these strategies, Triad aims to strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum. These efforts will foster a challenging and supportive learning environment that prepares students for success in higher education and future careers.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The development of the School Improvement Plan involves coordination and integration with various Federal, State, and other services, resources, and programs, as mandated by Every Student Succeeds Act (ESSA) under section 1114(b)(5). These include programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities under section 1111(d). Here's how the School Improvement Plan is developed in coordination with these programs:

1. **Needs Assessment:** The development of the School Improvement Plan begins with a comprehensive needs assessment. This assessment considers various factors, including academic performance data, student demographics, school climate, and other relevant indicators. It may draw upon data and resources provided by Federal and State agencies, such as the Department of Education, to identify areas of improvement and determine the specific needs of the school.

2. **Collaboration and Coordination:** Triad will engage in collaborative efforts with relevant stakeholders, including representatives from Federal and State agencies, community organizations, and program providers. This collaboration ensures the integration and alignment of various programs and resources to address the identified needs of the school. Regular meetings, working groups, and partnerships are

established to facilitate effective coordination among all stakeholders involved.

3. **Resource Allocation:** The School Improvement Plan takes into account the availability of resources, including funds and services provided by Federal and State agencies. This includes programs supported under ESSA, such as Title I funding, which supports students from low-income families, and other targeted grants or initiatives aimed at improving specific areas of education. The plan outlines how these resources will be allocated and utilized to support the identified improvement strategies, ensuring maximum impact and effectiveness.

4. **Program Integration:** The School Improvement Plan integrates various programs and services to create a comprehensive and holistic approach to school improvement. For example, violence prevention programs may be included to address safety concerns and promote a positive school climate. Nutrition programs may be integrated to support students' health and well-being, which can positively impact their academic performance. Adult education programs, career and technical education programs, or Head Start programs may be leveraged to provide additional support and opportunities for students and families.

5. **Monitoring and Evaluation:** The School Improvement Plan includes mechanisms for ongoing monitoring and evaluation of the implemented strategies and programs. This ensures that progress is tracked, outcomes are measured, and adjustments are made as needed. Federal and State agencies may provide guidance, frameworks, and reporting requirements to support this monitoring and evaluation process, enabling data-driven decision-making and continuous improvement.

Overall, the School Improvement Plan is developed in close coordination and integration with Federal, State, and other services, resources, and programs as mandated by ESSA. By leveraging these resources and programs, schools can address the identified needs, provide comprehensive support to students, and work towards improving overall academic achievement and school success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Triad prioritizes the well-being and holistic development of students by implementing various strategies to improve their skills outside academic subject areas. These strategies include counseling, school-based mental health services, specialized support services, mentoring programs, and other interventions. Here's how Triad ensures the provision of these services:

1. **Counseling Services:** Triad employs qualified school counselors who provide individual and group counseling to students. These counselors support students in addressing personal, social, and emotional challenges that may impact their overall well-being and academic success. They assist students in developing coping skills, managing stress, building resilience, and fostering positive relationships.

2. **School-Based Mental Health Services:** Triad recognizes the importance of mental health in students' overall development. The school collaborates with mental health professionals, such as psychologists or therapists, to offer on-site mental health services. These services may include assessments, therapy sessions, and interventions for students experiencing mental health concerns, such as anxiety, depression, or trauma.

3. **Specialized Support Services:** Triad identifies students with specific learning needs or disabilities and

provides specialized support services. This may involve the creation of individualized education plans (IEPs) or 504 plans to address students' unique requirements. Special education teachers, behavior specialists, or related service providers work closely with students to implement appropriate strategies, accommodations, or modifications to support their learning and skill development.

4. **Mentoring Programs:** Triad establishes mentoring programs that pair students with caring adult mentors. Mentors provide guidance, support, and encouragement to students, helping them develop important life skills, make positive choices, and build self-confidence. Mentoring programs may focus on various areas, such as academic achievement, career exploration, character development, or social-emotional growth. Triad offers Kearney Conditioning Program for the Mind and Body.

5. **Skill-Building Programs and Interventions:** Triad designs and implements skill-building programs and interventions to enhance students' abilities outside of academic subjects. These programs may include workshops or classes on leadership development, communication skills, problem-solving, time management, study skills, or conflict resolution. The school may also offer Restorative Circles and strategies, or community service opportunities that allow students to explore their interests and develop their talents.

6. **Collaboration with External Partners:** Triad collaborates with external organizations, community agencies, and service providers to expand the range of support services available to students. This collaboration may involve partnerships with local mental health clinics, social service agencies, or nonprofit organizations that offer specialized programs or resources for students. By leveraging these partnerships, Triad ensures a comprehensive and coordinated approach to supporting students' non-academic skill development.

Through the implementation of counseling services, mental health support, specialized services, mentoring programs, and skill-building interventions, Triad aims to provide a nurturing and supportive environment where students can develop essential life skills, resilience, and overall well-being. By addressing students' needs beyond academic subjects, Triad fosters their personal growth and prepares them for success in various aspects of life.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Triad recognizes the importance of preparing students for post-secondary education and the workforce. To accomplish this, the school implements several strategies, including career and technical education (CTE) programs and expanding secondary students' access to coursework that enables them to earn post-secondary credits while still in high school, as outlined in ESSA 1114(b)(7)(iii)(II). Here's how Triad prepares students in these areas:

1. **Career and Technical Education (CTE) Programs:** Triad offers a few CTE programs designed to provide students with practical skills and knowledge aligned with specific career pathways. Students can explore various career fields, such as healthcare, technology, business, engineering, or skilled trades, gaining relevant skills and knowledge that prepare them for post-secondary education or entry into the workforce. Triad has a partnership with Suncoast Technical College and work closely with the College and Career Life Readiness Coordinator.

2. **Workforce Partnerships and Experiences:** Triad establishes partnerships with local businesses, industries, and community organizations to offer students real-world exposure and experiences. These partnerships may include internships, apprenticeships, job shadowing, or mentorship programs. By connecting students with professionals in their fields of interest, Triad helps them gain insights into the

demands and expectations of the workforce, develop employability skills, and make informed decisions about their post-secondary and career paths.

3. College and Career Guidance: Triad provides comprehensive college and career guidance services to help students explore post-secondary options and make informed decisions. School counselors, college advisors, or dedicated staff members support students in researching colleges, identifying career interests, understanding admission requirements, and exploring financial aid opportunities. They also assist students in creating post-secondary education plans that align with their individual goals and aspirations.

4. Academic Rigor and Support: Triad ensures that its academic programs maintain high standards of rigor to adequately prepare students for post-secondary education. The school offers challenging coursework, including Honors classes and rigorous academic tracks, to provide students with a strong foundation in core subjects. Additionally, Triad provides academic support services such as tutoring, study skills workshops, and test preparation resources to help students succeed in their coursework and standardized exams required for college admissions.

By offering CTE programs, fostering workforce partnerships, providing dual enrollment opportunities, and delivering comprehensive college and career guidance, Triad equips students with the knowledge, skills, and experiences necessary for success in post-secondary education and the workforce. These initiatives aim to broaden students' horizons, increase their readiness for future endeavors, and empower them to pursue meaningful careers aligned with their interests and aspirations.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Triad follows a comprehensive support system to meet the needs of all students. This approach aligns with the requirements outlined in ESSA 114(b)(7)(ii)(iii). Here's how Triad implements this model:

1. Tiered Model of Behavior Support: Triad adopts a tiered model of behavior support that provides a continuum of interventions to address problem behavior. The model includes three tiers:

- a. Tier 1: Triad focuses on creating a positive and inclusive school climate. Strategies include implementing and promoting positive behavior expectations and providing proactive classroom management techniques. These strategies are designed to prevent problem behaviors from occurring in the first place.
- b. Tier 2: For students who require additional support, Triad offers targeted interventions. This may involve small group interventions, social skills training, mentoring programs, or counseling services. These interventions aim to address specific behavior concerns and provide students with the necessary skills to succeed academically and socially.
- c. Tier 3: Students who continue to struggle with problem behavior despite the previous tiers may require more intensive interventions. Triad provides individualized support through personalized behavior plans, functional behavior assessments, and specialized services. These interventions may involve collaboration with school psychologists, behavior specialists, or other related service providers to address the underlying factors contributing to the behavior challenges.

2. Early Intervening Services: Triad implements early intervening services to identify and address academic and behavioral concerns as early as possible. These services are targeted towards students who may be at risk of developing academic or behavioral difficulties but have not yet been identified as needing special education services under IDEA. Early intervening services may involve additional academic support, targeted interventions, progress monitoring, and collaboration with teachers and

parents to address students' needs and prevent further challenges.

3. **Coordination with IDEA:** Triad ensures coordination and alignment between the tiered model of behavior support and the provisions of IDEA. This coordination involves collaboration between general education teachers, special education teachers, school counselors, and other relevant staff members. The goal is to provide a seamless continuum of services and supports to meet the diverse needs of students, whether they require general education accommodations, interventions under the tiered model, or special education services under IDEA.

4. **Data-Driven Decision-Making:** Triad emphasizes the use of data to inform decision-making and monitor the effectiveness of interventions. The school collects and analyzes various data points, such as behavior incident reports, academic progress, and attendance to identify trends, evaluate the impact of interventions, and make adjustments as needed. This data-driven approach ensures that resources and supports are allocated effectively to improve student outcomes.

5. Triad also utilizes a PBIS program HERO, which immediately rewards students on a point system. Staff members have access to the application and reward students throughout the day for demonstrating our 4 R's Respect, Responsibility, Respect and Resiliency.

Triad aims to create a positive and inclusive school environment that meets the needs of all students. This comprehensive approach supports early intervention, addresses problem behaviors, and ensures that students receive the appropriate services and supports to succeed academically and behaviorally.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Under Every Student Succeeds Act (ESSA), Section 114(b)(7)(iii)(I), schools are encouraged to provide professional learning and other activities for teachers, paraprofessionals, and other school personnel to enhance instruction and effectively utilize data from academic assessments. Additionally, ESSA emphasizes the importance of recruiting and retaining highly effective teachers, particularly in high-need subjects. Here are some strategies and activities that schools can implement to address these requirements:

1. **Professional Development Programs:** Triad will offer targeted professional development programs to enhance instructional practices and improve data utilization. These programs can focus on instructional strategies, curriculum development, assessment literacy, data analysis, and interpretation, and effectively using data to inform instruction and intervention strategies.

2. **Collaborative Learning Communities:** Establishing collaborative learning communities allows educators to share best practices, engage in peer observation and feedback, and collaborate on data analysis and instructional strategies. These communities can be subject-specific or interdisciplinary and provide opportunities for educators to learn from one another.

3. **Data Literacy Training:** Triad will provide training to teachers and staff members on how to collect, analyze, and interpret data from academic assessments. This training can include understanding different types of assessments, data disaggregation, identifying student needs, and using data to inform instructional decision-making.

4. **Mentoring and Coaching Programs:** Implementing mentoring and coaching programs can support new teachers and help them develop effective instructional practices. Mentors and coaches can provide guidance, support, and feedback to new teachers, helping them navigate the challenges of the profession and improve their instructional skills.

5. Incentives and Support for High-Need Subjects: Triad will offer incentives, such as teaching an extra period in high-need subjects like math, science, special education. Additionally, providing ongoing professional development and support specific to these subjects can help teachers build expertise and confidence in their teaching.

It is important for schools and districts to customize professional learning and activities based on the specific needs and context of their educators and students. By investing in high-quality professional development, mentorship, data literacy training, and recruitment strategies, Triad can improve instruction, effectively utilize data, and attract and retain effective teachers in high-need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At this time, Triad currently does not have any transitions with early childhood or pre-school children. Triad may employ to assist preschool children in transitioning from early childhood education programs to local elementary school programs through parent engagement and support meetings with parents. These strategies are based on best practices and can help ease the transition process:

1. Collaboration and Communication: Triad may establish strong partnerships and maintain open lines of communication with local elementary schools. Regular meetings and discussions between preschool and elementary school staff can facilitate a smooth transition. This allows for the sharing of information about children's development, individual needs, and learning styles.
2. Orientation and Familiarization: Triad may organize orientation sessions or events where preschool children and their families can visit the local elementary school. These activities provide an opportunity for children to become familiar with the school environment, meet teachers and staff, and explore the new surroundings.
3. Curriculum Alignment: Triad may work closely with local elementary schools to align their curricula and teaching practices. This alignment ensures a seamless transition in terms of academic content, instructional methods, and learning expectations. Consistency in teaching approaches can help children feel more comfortable and confident in their new educational setting.
4. Individualized Support: Triad may provide individualized support to children who may require additional assistance during the transition. This support may include special education services, counseling, or personalized learning plans. By identifying and addressing specific needs, Triad can help children overcome challenges and thrive in their new educational environment.
5. Social and Emotional Support: Triad may focus on developing children's social and emotional skills to help them navigate the transition successfully. This includes fostering relationships, promoting self-regulation, teaching problem-solving strategies, and providing opportunities for peer interactions. Social activities and group projects can also help children build connections and develop a sense of belonging in the new school.
6. Parent Involvement: Triad may actively involve parents in the transition process by organizing workshops, providing resources, and offering guidance on how to support their children's adjustment to the elementary school. By engaging parents as partners, Triad can create a supportive network that facilitates a smooth transition for the child.

Consulting the specific policies and practices of Triad or the relevant educational authorities would provide more accurate and up-to-date information regarding their transition assistance strategies.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$83,276.48
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5103	0170	0294 - Triad	Other Federal	115.0	\$10,816.42
Notes: Extra duty days for Intensive Reading and ELA						
	5000	0120	0294 - Triad	UniSIG	0.61	\$34,811.08
Notes: Pay teachers to instruct during planning periods. Instructional Salaries - Pay 5 English Language Arts Teachers to deliver supplemental instruction to students in addition to the regular coursework. Each teacher will work with students one hour each school day.						
	6400	0145	0294 - Triad	UniSIG	0.0	\$2,000.00
Notes: PD for MTSS/RTI. 20 staff X 4 hours X \$25/hour						
	6400	0310	0294 - Triad	UniSIG		\$1,000.00
Notes: Professional Learning Facilitation - Contracted Services: Trauma Informed Care. This will be an outside vendor coming in to provide services.						
	6400	0332	0294 - Triad	UniSIG		\$7,000.00
Notes: Professional Learning Conference (Travel) - PBIS National Conference in Chicago, IL (5 staff to attend, registration @ \$385 pp, hotel @ \$209/night for 2 nights for 5 staff, airline tickets @ \$687/pp) (Local Code 0332)						
	6400	0332	0294 - Triad	UniSIG		\$10,500.00
Notes: Professional Learning Conference (Travel) - Kagan Winter Academy in Nashville, TN (5 staff to attend, Registration \$749 (one Admin. free), 4 nights hotel accommodations at approx. \$200 PP / per night (in accordance with District Policy) plus travel costs to Nashville (flights \$200 pp/RT; SUV for 5 = \$192 (\$48 pd).						
	6400	0118	0294 - Triad	UniSIG	0.0	\$1,000.00
Notes: Professional Learning Substitutes (local code 0116) Subs to cover PBIS Conference and Kagan Winter Academy training. Four (4) staff for a 2 day conference. Four subs at a Master's rate of \$152.09/day for two days						
	5100	0510	0294 - Triad	UniSIG		\$781.84
Notes: Supplies to assist student comprehension while reading – markers, highlighters, sticky notes, Kindle reading tablets.						
	5100	0642	0294 - Triad	UniSIG		\$2,500.00
Notes: Design of a reading intervention lab with a mix of environmentally friendly and sensory appropriate items for middle & high students who are at Level 1 in reading. Items such as: Pod chairs, Active Board/ White Boards, reading stations.						
	5100	0644	0294 - Triad	UniSIG		\$5,000.00
Notes: Devices for the Reading Intervention Lab in line with student needs (Kindle eReader and HPx360 tablets).						
	5000	0210	0294 - Triad	UniSIG		\$4,702.98
Notes: Instructional Benefits Retirement (13.51%)						
	5000	0220	0294 - Triad	UniSIG		\$2,663.05
Notes: Instructional benefits - Social Security and Medicare (7.65%)						

	5000	0240	0294 - Triad	UniSIG		\$348.11
			Notes: Instructional benefits - Workers Compensation (1%)			
	6400	0220	0294 - Triad	UniSIG	0.0	\$153.00
			Notes: Social Security tax (7.65%) for PD for MTSS/RTI. 20 staff X 4 hours X \$25/hour			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$45,065.16
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	0120	0294 - Triad	Other Federal	115.0	\$45,065.16
			Notes: Instructional salaries for teachers to teach through planning..			
			0294 - Triad	Other	115.0	\$0.00
			Notes: Master Scheduler			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$19,466.37
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5103	0170	0294 - Triad	Other	115.0	\$10,816.42
			Notes: Art and Music class to inspire performing art credit.			
	5160	0510	0294 - Triad	Other	115.0	\$750.00
			Notes: Taking Action, a handbook for RTI			
	6400	0145	0294 - Triad	Other	115.0	\$1,499.60
			Notes: Behavior Specialist PD for TPS, and Behavior contracts with BT's			
	5103	0145	0294 - Triad	Title, I Part A	115.0	\$3,994.20
			Notes: Edmentum and recovery tutoring, data			
	5103	0116	0294 - Triad	Title, I Part A	115.0	\$1,246.53
			Notes: Subs for ELA and Math one per quarter			
	6150	0510	0294 - Triad	Title, I Part A	115.0	\$218.15
			Notes: Office supplies for Parent and Family Engagement			
	5103	0510	0294 - Triad	Title, I Part A	115.0	\$941.47
			Notes: Snacks for parent engagement			
4	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
5	III.B.	Area of Focus: -- Select below --:				\$2,539.94
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7200	0790	0294 - Triad	UniSIG	0.0	\$2,539.94
			Notes: Indirect Costs			
6	III.B.	Area of Focus: -- Select below --:				\$0.00
Total:						\$150,347.95

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No