

Secondary Student Success Center 802



2014-15 School Improvement Plan

Secondary Student Success Center 802

750 NW 20TH ST, Miami, FL 33127

outreach.dadeschools.net

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F			

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Secondary Student Success Centers support students in their transition to traditional school environments.

Provide the school's vision statement

S3C Centers are centers of instructional excellence, individual accountability, and opportunity for overaged middle grades students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In the S3C program, student teacher relationships are built by dialogs starting during the interview process with parent and student and with S3C staff. Background inquiries, learning habits, and potential obstacles are discussed openly in an effort to accommodate the student's needs and expectation. In the classroom, teachers start the day with a morning meeting to go over information, recent successes, and motivate students to meet their potential. Teachers also meet often with student to discuss academic and personal issues. Each S3C site also have a TRUST counselor that visits the sites weekly and a school psychologist that is on call for teachers should they feel a student needs to speak to someone. Students in the S3C program interact with only S3C teachers and staff. This helps build a family like environment in the classroom that foster trust and familiarity.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students in the S3C program know they are a self contained program regardless of the site at which they reside. Students generally do not interact with other non-S3C students. Our students wear unique S3C ID badges to differentiate them from the general population at their site. This is both a motivational and security enhancing practice. Also, student achievements are announced in class for such events as passing a course, completing a high number of courses per day (or week), and high achievement in the ReadingPlus program (daily). Students are also escorted to and from the class for breakfast, lunch, and when going to the school bus at the end of the day. Our students are never without adult supervision.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The S3C is based on a non disruptive model. Before students even enter the program, guidelines and procedures are explained to them and their parents regarding classroom expectations and behavior along with potential consequences. The S3C is a non-disruptive program and does not tolerate students that cannot respect the needs of other students to work in a quiet and productive environment. This is clearly stated on the entrance application and is reinforced by classroom teacher and S3C staff.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The S3C program has a full time counselor that meets with every student at least once per week. Students are mentored daily by teachers on a one to one basis for academic needs and in small groups by teacher and subject area. School psychologists are also on call should a teacher observe the need and a school social worker works directly with teachers to provide home visitations and give aid to the family of students in need of food, utilities, and county services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Due to the manner in which Early Warning data is reported, the only warning system data available are the level 1 students in reading and math. The attendance, GPA, discipline, and retention data are reported by the umbrella school, Educational Alternative Outreach Program (13-8017).

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	10	25	45	39	35	12	12	178
One or more suspensions	0	0	0	0	0	0	45	45
Course failure in ELA or Math	14	21	20	22	34	5	1	117
Level 1 on statewide assessment	0	2	13	8	0	5	0	28

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students absent three consecutive days will be called at home. In the event the parents do not answer, a social worker will make a home visit.
 Students scoring level 1 in reading/ELA will be enrolled in Intensive Reading +
 Students suspended will be enrolled in an alternative to suspension program

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- Parent/Student interview prior to acceptance
- Open house at each site
- Teacher call parents as needed
- Student take home monthly progress report
- Parents have option of receiving weekly progress report by email

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Use of Community/business members through the School Advisory Committee

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Alonso, Nadeshka	Instructional Coach
Baptiste, Belinda	Instructional Coach
Brennan, Mike	Instructional Coach
Cancio, Leonardo	Administrative Support
Fitzsimmons, Phil	Instructional Technology
Garrote, Rolando	Guidance Counselor
Nortelus, Joella	Instructional Coach
Clark, Theron	Principal
Lopez-Perez, Vivienne	Other
Wynne, Dan	Teacher, K-12
Young, Tabitha	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction
- Assistant Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction
- Psychologist - Liaison to Student Services Department, training related to student services resources, and individual determinations of student need
- Reading Coaches - Address reading issues in MTSS and SIP, SAC Secretary

Science Coach - Address math and science issues in MTSS and SIP

SPED Program Specialist - Incorporate SPED resources in the development of MTSS and SIP functions

SIP Specialist - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Educational Alternative Outreach Program's Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis of district baseline, district interim, and statewide FCAT and EOC assessments. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through the Instructional Performance Evaluation and Growth System (IPEGS). The Leadership Team will provide levels of support and interventions to students as well as training on the School Improvement Plan for all staff. Staff development will be informed by administrator assessments and Individual Professional Development Plans.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site, and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by

the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

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- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Steven payne	Principal
Sabrina Waters	Teacher
Belinda Baptiste	Teacher
Tabitha Milfort	Teacher
Leonardo Cancio	Teacher
Charlemagne Olius	Teacher
Daniel Wynne	Teacher
Liliane Jean-Louis	Education Support Employee
Jasmine Glover	Parent
Lasherika Seay	Student
Presney Edmond	Student
Tessa Allen	Business/Community
Enrique Garcia	Business/Community
LaCriscia Flowers	Business/Community
Iance Williams	Business/Community
Marvin Stewart	Business/Community
Terrance Levell	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan
 The SAC reviewed the SIP and conducted sessions with the entire faculty to garner feelings and address concerns about the plan.
 Development of this school improvement plan

Development of this school improvement plan

Members of the SAC develop the plan. They are integral to the plan development process.

Preparation of the school's annual budget and plan

The SAC is involved in decisions regarding all discretionary funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We utilized the school site funds to support:
 Site test coordinators
 Awards for student achievement

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alonso, Nadeshka	Instructional Coach
Breslaw, Fior	Psychologist
Cancio, Leonardo	Other
Fitzsimmons, Phil	Instructional Technology
Garrote, Rolando	Guidance Counselor
Nortelus, Joella	Instructional Coach
Clark, Theron	Principal

Duties

Describe how the LLT promotes literacy within the school

The school's Literacy Leadership Team meets on district early-release days. The reading coach will provide information to the team in order to assist them in making programmatic and instructional decisions, and the team will work together to ensure fidelity of the implementation of the K-12 CRRP. A school-wide focus on literacy, as well as a focus on reading achievement, will be the goal of the LLT

while working closely with the reading coach. The LLT at EAOP will:

- Monitor the collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year.
- Conduct Data Analysis chats after each FAIR assessment period and Baseline and Interim Assessments.
- Analyze the progress monitoring data.
- Provide direction to administration for monitoring the teacher's use of data driven instruction during classroom visitations.
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings to build the culture of reading throughout the school

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers in the S3C center are continuously involved in a collaborative process of progress monitoring in a team environment with the students and parents. The conduct once-weekly progress reviews including data chats and discussion of progress toward a goal of advancing academically to work toward peer integration at the high school level.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teachers at the S3C center are paid an additional period supplement, adding additional pay. Also, teachers at S3C centers are eligible to work summers, if desired.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Not necessary. All teachers are experienced, veteran teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The program utilizes Edgenuity for the CAI platform. Edgenuity continuously upgrades their instructional software to ensure it is aligned with state standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The program is a picture of differentiation. Each student works individually with instructor support in development of strategies for progress. Each student participates in weekly data chats to determine steps needed for academic progression.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 7,000

Provide summer session for all students to allow for additional academic progress.

Strategy Rationale

Students are overage for middle school and are in the process of credit recovery. Extended school year provides the opportunity for students to make additional progress during the summer session.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clark, Theron, tclark@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Course completions during extended year.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

No transition while in middle school
Transition to high school when credit recovery in completed
Home high school
GED program
Adult Ed. program,
College and Career R

College and Career Readiness

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

N/A – middle school program

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A – middle school program

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A – middle school program

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A – middle school program

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will improve progress through sharing of progress reports with parents.
- G2.** Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor.
- G3.** Students will make progress through participation in weekly progress monitoring meetings
- G4.** Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will improve progress through sharing of progress reports with parents. **1a**

 G054838

Targets Supported **1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	25.0

Resources Available to Support the Goal **2**

- Weekly progress report generation.

Targeted Barriers to Achieving the Goal **3**

- Students are overage form middle school and have experienced significant setbacks in their progress toward high school.

G2. Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor. 1a

G054616

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

Resources Available to Support the Goal 2

- Trust counselor visits program weekly.

Targeted Barriers to Achieving the Goal 3

- Students are behind academic cohort.

G3. Students will make progress through participation in weekly progress monitoring meetings 1a

G054615

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	52.0
AMO Reading - All Students	38.0

Resources Available to Support the Goal 2

- Edgenuity CAI platform provides many reports that may be utilized for the progress monitoring meetings

Targeted Barriers to Achieving the Goal 3

- Students in program have a history of falling behind academically.

G4. Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments. 1a

G054614

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	38.0
AMO Math - All Students	52.0

Resources Available to Support the Goal 2

- A wide range of computer aided instructional tools are available for student use.

Targeted Barriers to Achieving the Goal 3

- Students are overaged for middle school and have experienced years of under-performance in academic environments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will improve progress through sharing of progress reports with parents. **1**

 G054838

G1.B1 Students are average form middle school and have experienced significant setbacks in their progress toward high school. **2**

 B138143

G1.B1.S1 Hold parent conferences, as needed. **4**

 S150112

Strategy Rationale

Frequent parent communication helps to ensure students stay on track toward student progression.

Action Step 1 **5**

Maintain contact with parents and keep a communication log to ensure contacts are recorded.

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Communication logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Check on communication logs

Person Responsible

Tabitha Young

Schedule

Semiannually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Active and complete communication logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Check on communication logs

Person Responsible

Tabitha Young

Schedule

Semiannually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Active and complete communication logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Contacting parents

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

logs

G1.B1.S2 Open House 4

S150114

Strategy Rationale

An Open House will establish communication modes

Action Step 1 5

The S3C Centers will offer an Open House for all parents during the first month of school.

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Copy of Open House announcement

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

AP will ensure Open House is scheduled

Person Responsible

Tabitha Young

Schedule

On 10/15/2014

Evidence of Completion

Open House announcement

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Attend Open house

Person Responsible

Tabitha Young

Schedule

On 10/15/2014

Evidence of Completion

Attendance by parents

G1.B1.S3 Review student home extension 4

 S150115

Strategy Rationale

Parent involvement will result in home extension

Action Step 1 5

Department head will review evidence of students using software at home.

Person Responsible

Leonardo Cancio

Schedule

On 6/5/2015

Evidence of Completion

Performance summaries from Edgenuity

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will contact parents regarding usage patterns on software

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Usage logs for time out of school

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of parent conferences and communication log

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

Reviwe IPEGS Docs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review of parent conferences and communication log

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

Reviwe IPEGS Docs


G2. Students will learn more about their post-secondary options as a result of once-weekly visits from the Trust Counselor. **1**

 G054616

G2.B1 Students are behind academic cohort. **2**

 B137656

G2.B1.S1 Once weekly visits from the Trust Counselor **4**

 S149652

Strategy Rationale

Frequent visits with the Trust Counselor will allow students to develop a better understanding of academic requirements for graduation.

Action Step 1 **5**

Weekly visits from Trust counselor

Person Responsible

Tabitha Young

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Verify TC schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Review TC schedule on a weekly basis.

Person Responsible

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review of students progressing academically

Person Responsible

Rolando Garrote

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student academic progress

G2.B1.S2 Provide opportunities for vocational and career field trips. 4

 S149653

Strategy Rationale

Students should be exposed to opportunities.

Action Step 1 5

Schedule vocational field trips

Person Responsible

Tabitha Young

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

feild trip schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Check scheduling by Trust Counselor

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor progress in scheduling.

Person Responsible

Tabitha Young

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

schedule

G2.B1.S3 Share career progress with parents during parent meetings and conferences. 4

 S149654

Strategy Rationale

Students will be more likely to succeed if their parents are involved in the goal.

Action Step 1 5

Meet with parents to share progress

Person Responsible

Leonardo Cancio

Schedule

Semiannually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Meetings with parents

Action Step 2 5

Meet with parents to share progress

Person Responsible

Leonardo Cancio

Schedule

Semiannually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Meetings with parents

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Verify meetings being scheduled

Person Responsible

Tabitha Young

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Meeting schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Check scheduling of parents

Person Responsible

Tabitha Young

Schedule

Evidence of Completion

Visit during schedule to insure fidelity

G3. Students will make progress through participation in weekly progress monitoring meetings 1

 G054615

G3.B1 Students in program have a history of falling behind academically. 2

 B137653

G3.B1.S1 Weekly progress monitoring 4

 S149647

Strategy Rationale

Students need to be updated on progress in real time.

Action Step 1 5

Teachers will monitor student progress weekly

Person Responsible

Leonardo Cancio

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lead Teacher will check progress reporting

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

AP will check communication logs with IPEGS docs

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

IPEGS docs

G3.B1.S2 Share progress with parents in parent reports 4

 S149648

Strategy Rationale

Parents can better support their children when they are aware of student progress.

Action Step 1 5

Teachers at S3C Centers will distribute progress reports to parents.

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Monthly progress reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lead teacher will keep a log of parent meetings

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Log

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

AP will check communication logs with IPEGS docs.

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

IPEGS docs

G3.B1.S3 Provide tools for home learning extension 4

 S149649

Strategy Rationale

Additional time on CAI platform at home adds to degree of success in program.

Action Step 1 5

Teachers will instruct the students on how to use software at home

Person Responsible

Leonardo Cancio

Schedule

On 10/15/2014

Evidence of Completion

Lesson plan of teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Lead teacher will check with students to ensure they are aware how to access software

Person Responsible

Leonardo Cancio

Schedule

On 10/31/2014

Evidence of Completion

Survey of students

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

AP will ensure teachers met with students and instructed on how to access software.

Person Responsible

Tabitha Young

Schedule

On 6/5/2015


Evidence of Completion

Observation and lesson plan


G4. Students will improve reading and math performance as measured by the Florida Standards Assessments and End of Course Assessments. **1**

 G054614

G4.B1 Students are overaged for middle school and have experienced years of under-performance in academic environments. **2**

 B137651

G4.B1.S1 Provide progress monitoring **4**

 S149640

Strategy Rationale

Weekly progress monitoring aids students in determining progress.

Action Step 1 **5**

Monitor progress report procedures with teachers.

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

n Copies of student progress reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Administrator walk throughs

Person Responsible

Tabitha Young

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Teacher records of progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review winter interim assessment

Person Responsible

Leonardo Cancio

Schedule

Evidence of Completion

Student performance on interim assessments

G4.B1.S2 Provide tools for home extension 4

 S149641

Strategy Rationale

Students need to experience additional time in educational software to advance.

Action Step 1 5

Provide tools for accessing Edgenuity from home

Person Responsible

Leonardo Cancio

Schedule

On 6/5/2015

Evidence of Completion

Handout with username and password

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review access logs from Edgenuity

Person Responsible

Leonardo Cancio

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Reports from Edgenuity demonstrating at home access

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Lead teacher review of access

Person Responsible

Leonardo Cancio


Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lead teacher will review student access of Edgenuity

G4.B1.S3 Reading and math core instruction in small groups. 4

 S149642

Strategy Rationale

Small group instruction provides an additional level of differentiation.

Action Step 1 5

Teachers will provide small group core instruction

Person Responsible

Tabitha Young

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Walk-throughs

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classroom observations

Person Responsible

Tabitha Young

Schedule

On 6/5/2015

Evidence of Completion

IPEGS observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Additional PD and support as needed

Person Responsible

Tabitha Young

Schedule

Annually, from 9/15/2014 to 6/5/2015

Evidence of Completion

IPEGS observation results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Monitor progress report procedures with teachers.	Cancio, Leonardo	9/15/2014	n Copies of student progress reports	6/5/2015 monthly
G4.B1.S2.A1	Provide tools for accessing Edgenuity from home	Cancio, Leonardo	9/15/2014	Handout with username and password	6/5/2015 one-time
G4.B1.S3.A1	Teachers will provide small group core instruction	Young, Tabitha	9/15/2014	Walk-throughs	6/5/2015 weekly
G2.B1.S1.A1	Weekly visits from Trust counselor	Young, Tabitha	9/15/2014	Verify TC schedule	6/5/2015 weekly
G2.B1.S2.A1	Schedule vocational field trips	Young, Tabitha	9/15/2014	feild trip schedule	6/5/2015 every-2-months
G2.B1.S3.A1	Meet with parents to share progress	Cancio, Leonardo	9/15/2014	Meetings with parents	6/5/2015 semiannually
G1.B1.S1.A1	Maintain contact with parents and keep a communication log to ensure contacts are recorded.	Cancio, Leonardo	9/15/2014	Communication logs	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	The S3C Centers will offer an Open House for all parents during the first month of school.	Cancio, Leonardo	Copy of Open House announcement	one-time	
G1.B1.S3.A1	Department head will review evidence of students using software at home.	Cancio, Leonardo	9/15/2014	Performance summaries from Edgenuity	6/5/2015 one-time
G3.B1.S2.A1	Teachers at S3C Centers will distribute progress reports to parents.	Cancio, Leonardo	9/15/2014	Monthly progress reports	6/5/2015 monthly
G3.B1.S1.A1	Teachers will monitor student progress weekly	Cancio, Leonardo	9/15/2014	Reports	6/5/2015 weekly
G3.B1.S3.A1	Teachers will instruct the students on how to use software at home	Cancio, Leonardo	9/15/2014	Lesson plan of teachers	10/15/2014 one-time
G2.B1.S3.A2	Meet with parents to share progress	Cancio, Leonardo	9/15/2014	Meetings with parents	6/5/2015 semiannually
G1.B1.S1.MA1	Contacting parents	Cancio, Leonardo	9/15/2014	logs	6/5/2015 monthly
G1.B1.S1.MA1	Check on communication logs	Young, Tabitha	9/15/2014	Active and complete communication logs	6/5/2015 semiannually
G1.B1.S1.MA1	Check on communication logs	Young, Tabitha	9/15/2014	Active and complete communication logs	6/5/2015 semiannually
G1.B1.S2.MA1	Attend Open house	Young, Tabitha	9/15/2014	Attendance by parents	10/15/2014 one-time
G1.B1.S2.MA1	AP will ensure Open House is scheduled	Young, Tabitha	9/15/2014	Open House announcement	10/15/2014 one-time
G1.B1.S3.MA1	Review of parent conferences and communication log	Young, Tabitha	10/15/2014	Reviwe IPEGS Docs	6/5/2015 one-time
G1.B1.S3.MA1	Review of parent conferences and communication log	Young, Tabitha	10/15/2014	Reviwe IPEGS Docs	6/5/2015 one-time
G1.B1.S3.MA1	Teachers will contact parents regarding usage patterns on software	Cancio, Leonardo	9/15/2014	Usage logs for time out of school	6/5/2015 monthly
G2.B1.S1.MA1	Review of students progressing academically	Garrote, Rolando	9/15/2014	Student academic progress	6/5/2015 every-2-months
G2.B1.S1.MA1	Review TC schedule on a weekly basis.		9/15/2014	schedule	6/5/2015 weekly
G2.B1.S2.MA1	Monitor progress in scheduling.	Young, Tabitha	9/15/2014	schedule	6/5/2015 every-2-months
G2.B1.S2.MA1	Check scheduling by Trust Counselor	Young, Tabitha	9/15/2014	schedule	6/5/2015 one-time
G2.B1.S3.MA1	Check scheduling of parents	Young, Tabitha	9/15/2014	Visit during schedule to insure fidelity	one-time
G2.B1.S3.MA1	Verify meetings being scheduled	Young, Tabitha	9/15/2014	Meeting schedule	6/5/2015 every-2-months
G3.B1.S1.MA1	AP will check communication logs with IPEGS docs	Young, Tabitha	10/13/2014	IPEGS docs	6/5/2015 one-time
G3.B1.S1.MA1	Lead Teacher will check progress reporting	Cancio, Leonardo	9/15/2014	Logs	6/5/2015 monthly
G3.B1.S2.MA1	AP will check communication logs with IPEGS docs.	Young, Tabitha	10/15/2014	IPEGS docs	6/5/2015 one-time
G3.B1.S2.MA1	Lead teacher will keep a log of parent meetings	Cancio, Leonardo	9/15/2014	Log	6/5/2015 monthly
G3.B1.S3.MA1	AP will ensure teachers met with students and instructed on how to access software.	Young, Tabitha	9/15/2014	Observation and lesson plan	6/5/2015 one-time
G3.B1.S3.MA1	Lead teacher will check sith students to ensure they are aware how to access software	Cancio, Leonardo	10/15/2014	Survey of students	10/31/2014 one-time
G4.B1.S1.MA1	Review winter interim assessment	Cancio, Leonardo	1/12/2015	Student performance on interim assessments	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Administrator walk throughs	Young, Tabitha	9/15/2014	Teacher records of progress monitoring reports	6/5/2015 every-2-months
G4.B1.S2.MA1	Lead teacher review of access	Cancio, Leonardo	9/15/2014	Lead teacher will review student access of Edgenuity	6/5/2015 monthly
G4.B1.S2.MA1	Review access logs from Edgenuity	Cancio, Leonardo	9/15/2014	Reports from Edgenuity demonstrating at home access	6/5/2015 monthly
G4.B1.S3.MA1	Additional PD and support as needed	Young, Tabitha	9/15/2014	IPEGS observation results	6/5/2015 annually
G4.B1.S3.MA1	Classroom observations	Young, Tabitha	9/15/2014	IPEGS observation	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will improve progress through sharing of progress reports with parents.

G1.B1 Students are overage from middle school and have experienced significant setbacks in their progress toward high school.

G1.B1.S3 Review student home extension

PD Opportunity 1

Department head will review evidence of students using software at home.

Facilitator

Mike Brennan

Participants

S3C Teachers and Department Head

Schedule

On 6/5/2015

G3. Students will make progress through participation in weekly progress monitoring meetings

G3.B1 Students in program have a history of falling behind academically.

G3.B1.S3 Provide tools for home learning extension

PD Opportunity 1

Teachers will instruct the students on how to use software at home

Facilitator

Mike Brennan

Participants

S3C Teachers

Schedule

On 10/15/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0