



Executive Summary for Lanier James Education Center

Lanier James Education Center is embarking on a new chapter under the leadership of Principal Mrs. Michelle Laurent and Assistant Principal Mr. Darion Gray. They are supported by a new front office staff led by Mrs. Lawanda Mitchell and a dedicated leadership team that includes SAC Chair/Dean Dr. Eddie C. Mitchell, Dean Leslie Baker, Dean Shonte Butler, Dean Willecia Stubbs, Reading Coach Jenifer Louissaint, Instructional Support Choudlyn Poitevien, Instructional Support Kristan Edwards, Behavior Specialist Stacey Campbell, ESE Specialist Lead Laura Otero, ESE Support David Robinson, and Guidance Director Rita Reyes-Lawrence. Our administration and leadership team, guided by Ms. Laurent and Mr. Gray, have been instrumental in identifying areas for improvement, collaborating with teachers, and organizing schoolwide initiatives such as Industry Certification, Staff Handbook, BRAVE Behavior Manual, Level Up Awards, Hallandale Charged Up Boys Group, Ladies of Distinction Girls Group, Data Dives, Conflict Mediation, ReThink Ed, iReady, and the 4-week Learning Cycle to enhance instructional practices. They have also set goals targeting students' areas of weakness and teacher professional development. Programs like the Community Banner program, 180-day Knight PRIDE Principal Mentor Program, Mystery Motivators, De-escalation Room, Fall & Spring Festival, and Fun Friday have significantly impacted our students' academic and social skills. The leadership team has introduced innovative programs such as Hospitality Management, Personal Finance, Credit Recovery Initiatives, and afterschool teacher support to engage students, facilitate reconnection to our school community, and promote academic achievement. As we "Dash towards Commendable," our school has embraced teamwork and recognized the importance of each group's contribution to the school climate and the promotion of positive change. As we "Dash to towards Commendable", our school has embraced teamwork and rediscovered the importance and value of each group in contributing to the school climate and promoting innovations that spark positive change. Despite our high matriculation rate, we successfully integrate students into our school culture, helping them become productive members of our learning environment. Lanier James Education Center (LJEC), formerly known as South Area Alternative School, is located in Hallandale Beach, Florida, within Broward County Public Schools. Students are placed at Lanier James through the Expulsion Abeyance Program or the Behavior Intervention Committee (BIC) for Behavior Modification. Additionally, we serve as the Alternative to External Suspension (AES) site for southern Broward County. Students are placed at Lanier James by way of the Expulsion Abeyance Program or through the Behavior Intervention Committee (BIC) for Behavior Modification. As one of only three behavior centers in the district, our goal is to provide students with the social, emotional, academic, and behavioral strategies necessary for success at their traditional schools. Currently, 116 students are enrolled at Lanier James Education Center, with 29 middle school students and 87 high school students. The student body comprises 7 White students (6%), 72 Black students (66%), 32 Hispanic students (28%), and 5 Multiracial students (4.31%). During the 2014-2015 School year, Lanier James transitioned from a K-12 Behavior Intervention Center to a 7-12 Center. We have remained a 7-12 Center ever since. Our boundaries were also redrawn to encompass all the schools' south of Sunrise Blvd, East and West. We initially, serviced schools' south of Davie Blvd. As our boundaries changed, we also experienced a change in our student demographic. We increased the number of at-risk students and gained a large portion of students from schools east of I-95. Challenges were presented in mixing students from rival neighborhoods requiring the need for immediate attention to student class scheduling. Our assistant principal, social workers, guidance counselors, family counselor, ESE specialist, and behavior specialists collaborate to develop and implement mentoring programs tailored to the unique needs of our female students through the Ladies of Distinction Girls Group, which provides opportunities to hear motivational speakers and build self-esteem. The Hallandale Charged Up Boys Group, in partnership with Foster Park, focuses on our male students, offering mentoring, leadership training, self-esteem building, and interventions to ensure their success when they return to their traditional schools. In addition, our outstanding teachers receive support from our Literacy Coach, Equity Liaison, ESE Specialists, Guidance Counselor, Social Workers, and Behavior Specialists. We also provide educators with authentic professional learning communities to support their professional growth, readiness, and development to better serve our diverse and transient student population. Our challenges include lack of parental involvement, student substance abuse, physical abuse, criminal involvement, and chronic absenteeism.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Lanier James Education Center is a behavior intervention center designed to meet the needs of at-risk students who have not been able to find success in the traditional school setting. Our Vision: Where Second Chances are a First-Class Opportunity! All students are placed at Lanier James Education Center through an Administrative process. Students are placed into either the Expulsion Abeyance Program or the Behavior Modification Program by way of the District Behavior Intervention Placement Committee for a period of 90 to 180 days or until Open case(s) resolution(s). In addition, all students with open felony cases are placed in our school by the BIC Committee until their cases are closed. The mission and goal of Lanier James Education Center is to provide our students the industry certification, academic, and behavior skills necessary to successfully transition back to their home school environment or a school where they can continue their certification upon completion of their designated programs. Our vision can be viewed as a three-legged stool which is led by academic as the primary leg, life skills and wellness as the second leg, and discipline as the third and final leg. Moreover, the first leg is academics. Teaching and learning is our core business. We are here to provide students with an educational experience that accelerates, remediates and keeps them on track to meeting graduation requirements along with their similar age peers. The second leg is Life Skills and Wellness (LSW). We must teach students how to manage their behaviors and actions, to be in tune with how others interpret their behavior and actions and to be responsible for the decisions of their behaviors and actions. • The third leg is discipline. We understand that discipline is not always punitive. Discipline is a process that students get to practice in a controlled environment (school) so that they are successful in other spaces. Furthermore, we want to provide a safe environment where students can demonstrate academic, social, and emotional improvement. We believe that the students who attend Lanier James Education Center requires love, compassion, encouragement, dependability, second chances, and stability through establishment of routines. We strive to be attentive to each individual as a whole child, and work to impart self-confidence, intrinsic and extrinsic motivation, and to promote a sense of community that will lead to improvement in all areas of the students' lives. Our goal is to provide a society with students who are self-sufficient, goal-oriented, industry certified, consistent individuals with the necessary basic academic skills. In addition to the Expulsion Abeyance Program, Behavior Intervention Program, and the BIC student assignments, we also offer the Alternative to External Suspension Program (AES). Students are placed in the AES program for a period of 1- 10 days. Students attending this program are provided the opportunity to participate in an educational setting while completing an external suspension from their assigned school. All Lanier James Students participate in and complete a school level point system. The students in the Behavior Intervention program are required to earn a specific number of points to be eligible to return to their home schools. Students begin at level one and move through four additional levels. The point system is as follows: Level one White Knight 0-540 points; level two Blue Knight 541-1265; level three Bronze Knight 1266-2350; level 4 Silver Knight status is 2351-3825, and level 5 Golden Knight 3826 or above. All students are given point sheets on a daily basis to track their academic and behavior progress with the points being totaled at the end of each week. Their goal is to earn 180 points a week by displaying positive behaviors such as arriving to class on time, complying with directions the first time it is given, staying on task throughout the class period, and using appropriate language. The administration, teachers, and staff are committed to school's purpose. The school offers a wide range of services to provide support for social and emotional growth. The academic curriculum and pedagogy are specially designed to personalize the student's experience. We hope that this personalized approach will provide a fulfilling experience for our students and promote academic success. The curriculum design includes cross-curricular integration, instructional differentiation, blended learning infused with technological support, and hands-on activities. The instructional and support staff complement this curriculum by providing innovative pedagogy that includes academic games, field trips, peer tutoring, interactive lessons, science fair participation, online lessons, and much more. In addition, students are given periodic incentives based on their weekly point sheets and positive behavior such as participating in such activities as ice-cream socials, special luncheons, Holiday Participation, Field Day, Intramural activities, gift cards, Level Up Awards, and much more.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years.

Additionally, describe areas for improvement that the school is striving to achieve in the next three years

The stakeholders of Lanier James Education Center take great pride in ensuring that each student is afforded a quality education and are given the skills necessary to thrive once they return to their home school. We are an alternative school with a traditional school mindset. We are constantly thinking outside-the-box and implementing strategies and procedures that can be used by every member of our staff to promote the success of our students. We offer students career counseling, college visits in person and through skype, and a chance celebrate their heritage through school wide cultural activities and contests. We implemented “brag bucks” along with “catch them being good” programs to reward and encourage positive citizenship and helping others. We are actively reaching out to parents on social media through Facebook and utilizing web 2.0 to promote parental involvement in our school through SAC and SAF. We will need to seek out funding that will allow us to offer innovative programs that strengthen families, support our community, and increase our students pride and attendance. We want to maximize our capacity and provide a safe family-oriented academic environment that fosters student growth and achievement in every aspect of their lives. In addition, in the next three years we will strive to increase our student achievement and attendance. We will work with community stakeholders and parents to provide better support for our students. In addition, we will share best practices, collaborate with all stakeholders, and develop innovative ways to reach our students. We will promote healthy behaviors and celebrate academic achievement. The RtI/MTSS process will remain under constant review and evaluation to determine the effectiveness of our implemented strategies and strategies will be revise when needed to better support our students. We will continue to develop programs that connect us to our community in order to build capacity and establish long lasting community partnerships and support. We have hosted virtual job fairs and have been recognized by the Florida Restaurant and Lodging Association (FRLA) for our Hospitality Management program. Finally, we want to solidify our community partnerships and provide support to the local community as well as receive support from the local community. We will continue seek out and build long lasting stakeholder relationships to support student learning, promote academic success, and be an agent of positive change.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We earned a "Maintaining" school rating last year and look to improve to "Commendable" this school year. We were recognized by the Antidefamation League (ADL) as a "No Place for Hate" school for the 2020-2021 school year. Our school participated in and earned 3rd place overall in the first annual, "How Low Can You Go Energy Challenge", which was a collaboration between BCPS and the Miami Heat. Our school was selected to "Shop with the Dolphin's" Thanksgiving shopping spree. Twenty-five students were given \$100 gift cards to purchase dinner for their families. We also had Rickey Smiley from 99 JAMZ radio station visit our school and provide an inspirational message to our students. We are committed to celebrating our accomplishments and providing service to our community. We encourage the community to take interest, invest, and support our safe school. "It takes a village to raise a child". The COVID-19 virus brought with it many challenges and our entire school rose to the challenge in order to continue to provide a high-quality education to all our students, whether in a distance learning or face-to-face environment. Furthermore, our teachers, administration, and staff understood the importance of engaging in professional development to acquire or sharpen their skillset, so that could continue to meet the needs of our student and their families. Moreover, our resilient staff worked very hard to prepare for our students during the pandemic and will continue to work hard to provide our students and families the educational tools they need in order to have a successful future. Finally, we are participating in a schoolwide positive behavior initiatives where students, teachers, staff, and administrators use regular positive reinforcement to promote positive behaviors and a positive school culture built on respect, team work, and trust.