

Hernando County School District

# Hernando County Jail



2016-17 Schoolwide Improvement Plan

## Hernando County Jail

16425 SPRING HILL DR, Brooksville, FL 34604

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 8-12	No	0%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	No	0%

### School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	F	F*

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Hernando 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Hernando County Jail

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Hernando County School District provides high quality educational and vocational opportunities to incarcerated youth that can change lives and promote high school graduation.

##### b. Provide the school's vision statement.

Achieving a high school diploma through quality instruction and career/vocational exploration works!

#### 2. School Environment

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

Highly qualified teachers work individually or in small groups (2-3) with incarcerated youth to build rapport and develop a positive relationship that supports academic instruction. Teachers complete an initial interview with each student to learn more about the students' academic and career goals. Additionally, teachers review student cumulative files when available and call home counties to obtain information about the students' strengths, weaknesses and culture.

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

Incarcerated youth are brought to a private, neutral setting for academic instruction to minimize stigma and optimize an educational milieu. Behavioral expectations are reviewed regularly with students to obtain buy-in and compliance. Student feed-back is timely, personal and constructive. Student self-determination is sought after and respected in regards to personal academic and career goals.

##### c. 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.

Positive Behavioral Interventions and Supports (PBIS) are utilized with incarcerated youth as much as possible. This includes class expectations and rules being mutually developed; taught discreetly and practiced regularly. Incentives for appropriate behavior are provided with consent from jail staff.

##### d. 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.

Although there are limited opportunities to provide for the social-emotional needs of the students; they are being met. Instructors begin every lesson with a personal update from the students and an opportunity to share journal reflections. Incarcerated youth are invited to maintain a reflection, journal based on school-related activities and experiences. If a need arises where an instructor believes that a student may need to see a social worker or counselor then it is reported to the jail staff/liaison.

#### 3. Early Warning Systems

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

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

All incarcerated youth who score a Level 1 score on statewide, standardized assessment in English Language Arts or mathematics will receive intensive remediation in area(s) of need. Incarcerated youth who fail courses in English Language Arts or mathematics will be offered credit recovery if access to the internet is approved. Attendance is monitored by the instructors but if an incarcerated youth refuses to attend a day then the jail accepts that as part of their civil rights. However, instructors always encourage students to attend classes regularly. There is no in-school or out- of school suspensions initiated by instructors but occasionally a student may be on "lock-down" status and unable to attend class. The students are afforded the opportunity to make-up classwork if this occurs and their status is documented.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	1	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	3	3	2	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	3	3	3	2	11

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

The following intervention strategies will be employed by HCSD to improve the academic performance of incarcerated youth: intensive reading and math instruction, credit recovery if possible and providing a multi-tiered system of support/response to intervention as needed.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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



## 2. Description

Due to the site of the school being the county jail, parent participation is somewhat limited. However, if an incarcerated youth is a student with a disability(SWD) under the age of 18 then an IEP meeting is conducted and the parents are invited to the meeting with proper notice. If a student or parent requests a meeting even if he/she is not a SWD then a meeting is held to address the parent's concerns or issues. Parents of minors may receive letters of introduction with teacher contact provided, copies of progress summaries and student report cards. The site's mission and vision is included in the parent introductory letter as well as an open invitation to participate in the educational process. Student progress summaries and grades are mailed to parents.

### 2. 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.

Partnerships with the community are obtained with at least two different opportunities. The first one is the community partnership developed with the School Advisory Council (SAC). This council is comprised of community partners, parents, jail staff and HCSD staff. Secondly, the jail reaches out to community partners such as faith-based partners and service clubs who have expressed an interest in incarcerated individuals. One of the goals of these community partnerships is to provide tutoring and mentorship to the incarcerated youth.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Everett, Judy	Administrative Support

#### b. Duties

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

Judith Everett, Supervisor of Exceptional Student Support Services oversees the educational program for HCSD's incarcerated youth residing in the Hernando County Jail. She monitors and supervises the four instructional staff members and acts as a liaison between HCSD and the jail. Furthermore, Ms. Everett will also oversee the School Improvement Plan, School Advisory Council and Parent/Community partnerships.

The HCSD instructional staff will plan, deliver and evaluate instruction. HCSD will provide highly qualified instructors including an ESE teacher to incarcerated youth/

##### 2. 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 ESSS Supervisor meets with the instructional staff quarterly to ensure that any resources that are needed are obtained. She also reviews lesson plans, student progress summaries and student report cards. Additionally, she meets with the jail multi-tiered system of support team (MTSS/RTI)



when needed to problem-solve student academic and behavior performance concerns. Funding is provided with HCSD general revenue funding and Individuals with Disabilities Act (IDEA) funding. HCSD is also looking into some blended funding opportunities with HCSD Adult Education. HCSO County jail also provides some resources for supplies and materials. The HCSD instructional staff may request and receive additional resources and materials as needed by submitting the request for approval to the ESSS Supervisor.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Del Barnes	Business/Community
Preston Whip	Student
Judith Everett	Education Support Employee
Cathy Dofka	Principal
Pablo Rojo	Teacher

### b. Duties

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

##### a. Evaluation of last year's school improvement plan

N/A The jail did not have a school improvement plan prior to this year.

##### b. Development of this school improvement plan

This school improvement plan is being developed with the school leadership team, instructors at the jail, jail liaison, school advisory council, disproportionality team and Director of Federal Programs. Several meetings with these groups have been held, a needs assessment completed as well as analysis of any existing data. It is difficult to identify specific trends with such a transient group but some concerns have been identified and the problem-solving process has begun. Some preliminary glaring concerns include the following: no participation in credit recovery programs due to the unavailability of the internet, no participation on student state-wide assessment due to student refusal, not high school graduates due to multiple factors and minimal remedial resources due to unavailability of the internet, poor transition and vocational training due to lack of access and resources.

##### c. Preparation of the school's annual budget and plan

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

N/A. There were no school improvement funds allocated to the jail last year..

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

No

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

The jail did not have a SAC previously, however one is being established for the 2016-2017 school year. Since the disproportionality committee has similar goals as the jail, that committee has agreed to form the core of the jail's SAC with a few additional representatives. Two planning meetings have been held thus far (September, 2016 and October, 2016).

This newly formed SAC committee will follow-through with all defined responsibilities that are possible in that unique setting.

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McDowell, Erica	Administrative Support

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy in the jail by providing technical assistance and resources in reading, language arts and literacy to the instructors.

### D. Public and Collaborative Teaching

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

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

The instructors/teachers at the jail work in pairs to better support each other and the students. They do co-planning and shared lessons when it's practical. Additionally, the entire team including the supervisor meets quarterly to share ideas, problem-solve and plan for the upcoming nine weeks.

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

Actually, HCSD advertises the instructor positions annually and selects the best qualified and most experienced individuals. All four of the instructors are "highly qualified" and have prior experience working with this diverse population.

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

As mentioned previously, the teachers are paired based on the compatibility of the subjects they are teaching, e.g. science & mathematics and English/language arts & social studies. There is one team leader who mentors the other three instructors as a result of his extensive background working with incarcerated youth. Their supervisor mentors the team collectively and individually and serves as a liaison between the instructors and the jail staff. It is a very strong, creative and cohesive team. Their supervisor also recommends professional development opportunities for them that are specific to incarcerated youth.

### E. Ambitious Instruction and Learning

#### 1. Instructional Programs and Strategies

## a. Instructional Programs

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

Core instructional programs and materials are aligned to Florida's Standards using curriculum maps and evidence/research-based programs that encompass differentiated instructional practices.

Typically, the students are high school students but it could be possible for an occasional 8th grade student to be detained in the county jail.

Teacher-developed lesson plans reference the standard being taught as well as the core instructional programs and are reviewed by their supervisor.

## b. Instructional Strategies

### **1. 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.**

Instructors utilize criterion-referenced assessments to collect data and assess mastery of content. Since the barrier of no internet services allowed exists, it is difficult to utilize some of the state progress monitoring assessments. This barrier is being addressed and hopefully can be resolved. Each instructor conducts a file review and personal interview with every student to determine their present level/instructional level.

Differentiated instruction is required because the students are multi-aged, multi-grades and multi-levels. Lesson plans must reflect the differentiation. Instructors use many creative techniques to supplement instruction since many of their resources require technology and that is not available at the jail, e.g. historical novels, time-lines, math games, journals, etc.

### **2. 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:** After School Program

**Minutes added to school year:** 150

Provide academic and career/vocational counseling to incarcerated youth.

#### **Strategy Rationale**

Incarcerated youth are so transient that they lack access to academic and career/vocational counseling resulting in gaps existing in their schedules and transcripts.

#### **Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Everett, Judy, [judy.everett@pacecenter.org](mailto:judy.everett@pacecenter.org)

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

Academic counselors will provide transcript/credit checks to students, teachers and cumulative files. Career counselors will provide results of student interest and aptitude surveys as well as copies of student's career/ vocational/transition goals and implementation plan.

**Strategy: After School Program**

**Minutes added to school year: 150**

Provide three hours per week of career counseling and three hours per week of academic counseling.

**Strategy Rationale**

Due to extended periods of incarceration and moves, incarcerated youth are unable to obtain necessary career and academic counseling and therefore, they are not always enrolled in appropriate classes.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Everett, Judy, judy.everett@pacecenter.org

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

Counselors will provide individual student credit checks/transcripts to supervisor and career counselor will help incarcerated you develop personal career and transition goals.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

Incarcerated youth are not always able to remain in the incoming cohort due to their incarceration and transient mode. However, with the inclusion of both academic and career/vocational/transition counseling, every effort will be made to coordinate and minimize cohort disruption and barriers to graduation. When appropriate, person-centered plans will be developed with individual incarcerated you to enhance youth buy-in and motivation.

**b. College and Career Readiness**

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

Currently, HCSO has a newly assigned manufacturing grant in which HCSD's adult education department is collaborating. The Chamber of Commerce is also a partner in this grant. Additionally, adding the career/vocational and academic counseling will advance college and career awareness.

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

At this time it is not possible to complete career classes in the jail. However, if internet/wireless can be established, it may be possible to grant access to some of these courses. There is the opportunity to participate with the manufacturing grant if interest exists. Also, there are

efforts underway to develop a more comprehensive partnership with Suncoast Technical School to explore career and technical opportunities for incarcerated youth.

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

Efforts to integrate career and technical education with academic courses have not existed in the past. However, as mentioned previously, efforts and collaboration is underway with HCSD/Suncoast Technical School and the HCSD to make these opportunities available to incarcerated youth.

**4. 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.**

HCSD will utilize the color-coded graduation tracking guide to predict and assess the likeliness of the individual incarcerated youth graduating from high school. The Early Warning System being put in place for the jail will assist in these predictions. Developing the person-centered plans on individual students as well as working with community partners such as Career Source and the Department of Vocational Rehabilitation will also improve the overall readiness of incarcerated youth to participate in post-secondary opportunities.

## 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.** Hernando County School District will provide rigorous standard-based instruction to meet academic goals required for graduation.

## Strategic Goals Detail

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

**G1.** Hernando County School District will provide rigorous standard-based instruction to meet academic goals required for graduation. 1a

G085301

**Targets Supported** 1b

Indicator	Annual Target
ABE Mathematics - Percentage of LCP per Enrolled	25.0
ABE Reading - Percentage of LCP per Enrolled	25.0

**Targeted Barriers to Achieving the Goal** 3

- Students are incarcerated and are sometimes in lock-down resulting in an inability to attend class. Furthermore, students are not allowed internet access and therefore do not have access to certain remedial programs.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- HCSD is partnering with Adult Education and Suncoast Technical School to provide academic and vocational resources. Highly qualified teachers meet individually or in a small group to provide instruction.

**Plan to Monitor Progress Toward G1.** 8

Jail instructors will provide student progress reports every 4 1/2 weeks and grades every nine weeks.

**Person Responsible**

Judy Everett

**Schedule**

Quarterly, from 10/14/2016 to 5/25/2017

**Evidence of Completion**

Samples of student work, student progress reports and student report cards.



## 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.** Hernando County School District will provide rigorous standard-based instruction to meet academic goals required for graduation. 1

G085301

**G1.B1** Students are incarcerated and are sometimes in lock-down resulting in an inability to attend class. Furthermore, students are not allowed internet access and therefore do not have access to certain remedial programs. 2

B226817

**G1.B1.S1** Attend an organizational meeting with jail supervisor to develop a plan that allows students to complete school-work even if lock-down occurs. Discuss options for allowing student internet access for academic purposes only. 4

S239294

### Strategy Rationale

Activities will reduce barriers to instruction by providing additional opportunities and resources to enhance instruction.

### Action Step 1 5

Develop a plan with jail administration to permit academic instruction during lock-down.

#### Person Responsible

Judy Everett

#### Schedule

On 10/31/2016

#### Evidence of Completion

A copy of the plan will be signed by HCSD supervisor and HCSO supervisor and on file in Exceptional Student Support Services (ESSS) office.

### Action Step 2 5

Explore options for providing internet access during live academic instruction.

#### Person Responsible

Judy Everett

#### Schedule

Annually, from 10/20/2016 to 11/30/2016

#### Evidence of Completion

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

Supervisor will review lesson plans for jail students monthly.

**Person Responsible**

Judy Everett

**Schedule**

Monthly, from 10/3/2016 to 5/25/2017

**Evidence of Completion**

Lesson plan notebook containing all reviewed and signed plans.

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

Provide minutes of the organizational plan and a copy of the plan. Teachers provide a report monthly on which students work on assignments during jail lock-down.

**Person Responsible**

Judy Everett

**Schedule**

Monthly, from 10/31/2016 to 5/25/2017

**Evidence of Completion**

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A1 A309899	Develop a plan with jail administration to permit academic instruction during lock-down.	Everett, Judy	10/20/2016	A copy of the plan will be signed by HCSD supervisor and HCSO supervisor and on file in Exceptional Student Support Services (ESSS) office.	10/31/2016 one-time
G1.B1.S1.A2 A309900	Explore options for providing internet access during live academic instruction.	Everett, Judy	10/20/2016		11/30/2016 annually
G1.MA1 M317219	Jail instructors will provide student progress reports every 4 1/2 weeks and grades every nine...	Everett, Judy	10/14/2016	Samples of student work, student progress reports and student report cards.	5/25/2017 quarterly
G1.B1.S1.MA1 M317217	Provide minutes of the organizational plan and a copy of the plan. Teachers provide a report...	Everett, Judy	10/31/2016		5/25/2017 monthly
G1.B1.S1.MA1 M317218	Supervisor will review lesson plans for jail students monthly.	Everett, Judy	10/3/2016	Lesson plan notebook containing all reviewed and signed plans.	5/25/2017 monthly

## VI. Technical Assistance Items

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

**G1.** Hernando County School District will provide rigorous standard-based instruction to meet academic goals required for graduation.

**G1.B1** Students are incarcerated and are sometimes in lock-down resulting in an inability to attend class. Furthermore, students are not allowed internet access and therefore do not have access to certain remedial programs.

**G1.B1.S1** Attend an organizational meeting with jail supervisor to develop a plan that allows students to complete school-work even if lock-down occurs. Discuss options for allowing student internet access for academic purposes only.

### **TA Opportunity 1**

Develop a plan with jail administration to permit academic instruction during lock-down.

#### **Facilitator**

Judith Everett

#### **Participants**

Jail Instructors (4)

#### **Schedule**

On 10/31/2016