

St. Johns County School District

Gaines Alternative At Hamblen



2015-16 School Improvement Plan

Gaines Alternative At Hamblen

1 CHRISTOPHER ST, St Augustine, FL 32084

www-gats.stjohns.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year	2014-15	2013-14
Grade	I*	I

*Preliminary 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 was approved by the St. Johns County School Board on 10/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Gaines Alternative School will provide an alternative to expulsion for students in the St. Johns County School District while maintaining the students ability to achieve academically and providing therapeutic services.

Provide the school's vision statement

The Gaines Alternative School will provide an academically sound, physically safe and therapeutic learning environment for students who have committed level 4 infractions of the student conduct code or awaiting adjudicated from off campus felonies.

School Environment

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

Every student is required to attend a registration session with his/her parent where procedures are reviewed thoroughly. This allows the parent and the student to clearly understand all aspects of the Gaines Alternative School and provides opportunities for questions and answers. Additionally, each student completes an intake session with the Behavior Intervention Specialist. This allows the counselor to get to know the student on a deeper level and begin to build the foundation of a relationship with each student.

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

The school environment is safe in that the physical plant is kept secured; exterior doors are locked, cameras are used, and metal detectors are utilized at key entrances. A full time Resource Officer is assigned to the school. The role of the officer is not only one of security, but also as mentor. This relationship, much like that of the Behavior Intervention Specialist and Dean, creates an environment that enables students to be treated with respect as it relates to building relationships.

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 Gaines Alternative School delivers curriculum to all secondary schools in the district and therefore utilizes a web-based format. When a student commits a level four violation of conduct code they are usually sent to the Alternative site for a period of 45 days. Utilizing a web-based curriculum Gaines can replicate the student schedule with little disruption.

Procedures and protocols are clearly explained to each student during registration so each student understands what is expected of them. Communication between the students is not encouraged, keeping the learning environment quiet and organized.

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

Each student completes an intake session with the Behavior Intervention Specialist to determine any immediate mental health needs that need addressing. Students who need individual attention are assigned sessions on an as needed basis accordingly. Every student is assigned to a group that meets weekly with the Counselor. Every Friday the teachers, administrator and counselor hold a staffing where every student is reviewed for any additional services. A notebook of additional resources are kept on hand to assist parents if additional needs are identified outside the scope of school services, i.e., psychological services, social security assistance, etc.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	7	8	
Attendance below 90 percent	3	3	6
One or more suspensions	3	5	8
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	1	2	3

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	3	4	7

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

Students at the Gaines Alternative School are traditionally here for 45 days. However, in the time frame that they are here the school follows the county procedures for filing truancy and make home phone calls when chronic attendance patterns appear. The school assigns tutoring for level 1 students through Think Through Math, and Teenbiz. Students may also be assigned remedial courses in PLATO. Counseling services are offered through EPIC Community Services, and the school utilizes an Intervention Specialist for mental health.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/164270>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Due to the short term of student placement at the Gaines Alternative School few partnerships are developed. We do however afford students the opportunity to perform community service hours when possible utilizing the nearby food bank and Education Foundation Depot.

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:

Name	Title
McMahon, Patricia	Principal
Crawford-Connolly, Helen	Assistant Principal

Duties

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

The function and responsibility for the school based leadership team is the continual monitoring of student behavior, attendance and progress monitoring during their time here. The Gaines curriculum is delivered through a web based learning lab and replicates the schedules of incoming students utilizing PLATO. Additional software has been added to the curriculum for those students struggling in math and reading. Ensuring a smooth transition when returning to the home zoned school is important to so that grades and credits are not compromised.

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

Students are sent to the Gaines Alternative School for a 45 day placement when behavior necessitates removal from their home zoned school. Students are sent from surrounding schools and are already identified as students requiring services. However, students who indicate they are

struggling in reading and math are eligible for additional tutoring with leveled software. Title 1 funds are used to pay the salary of the Coordinator of Student Intervention. His primary duties are to provide behavior supports to students. Additionally, the counselor runs group and individual sessions on drug education, violence prevention, community resources and job readiness skills.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patricia McMahon	Principal
Mathew Potak	Education Support Employee
Helen Crawford	Teacher
Rob Garrett	Teacher
James Padgett	Teacher
Dan Wilson	Teacher
Dan Stevens	Teacher

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

The SAC team reviews the data as provided by the county to see if the goals are achieved. Logs are also reviewed for comparison data on parent contact.

Development of this school improvement plan

All members of the SAC are involved in development of the plan as we plan for the upcoming school year. We meet to discuss the needs and objectives that will make the Gaines Alternative School a more effective school.

Preparation of the school's annual budget and plan

The SAC team met to set the parameters of the SAC budget and came to consensus.

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

The SAC funds were used for various supplies and to help sponsor the parent night.

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:

Name	Title
Crawford-Connolly, Helen	Assistant Principal
McMahon, Patricia	Principal

Duties

Describe how the LLT promotes literacy within the school

Teachers infuse reading throughout the curriculum utilizing PLATO.
Achieve 300 is used daily with every student.
Staff meet weekly to monitor student progress.

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 school provides collaborative planning time on a daily basis so that teachers have the opportunity to work together to best provide for the students. Additionally, the staff meets weekly with the administration, mental health counselor and dean to discuss each student to make sure that all staff members are kept up to date on student progress.

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

To recruit and hire HQ staff the school utilizes the St Johns County hiring system. Due to the school's Title 1 status only Highly Qualified staff are interviewed and hired. The Gaines Alternative School has participated in district level minority recruitment efforts and worked with our colleges and universities to identify potential teachers. The Administration also works closely with new teachers and assigns veteran teachers to mentor new teachers. New teachers are also included in the County teacher Mentoring Program. The Administration fosters open communication between teachers, staff and Administrators. The staff is encouraged to meet as a professional learning community to discuss strategies to improve the students' behavior as well as academic performance and to offer staff development opportunities.

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

Veteran teachers are matched with new teachers for mentoring. Because the Gaines Alternative School is facilitated in a learning lab environment, the teachers work closely together. Weekly staff meetings ensure that all needs for both students and staff are being met.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work

to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida 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 Gaines Alternative School replicates the individual schedule of every student that comes into the school so that the academic progress is not disrupted by the placement. When possible remedial teaching through additional software is utilized. While instruction is mostly on line, struggling students are given one on one assistance by teachers. Additionally, recently purchased software (ThinkThroughMath) is being used by students.

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: Extended School Day

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Students at the Gaines Alternative School generally stay 45 days and then return to the home zoned school. There is no cohort of students that transition as in the traditional school setting.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Once the student completes the 45 days, they return to that home zoned school. Classe schedules are replicated from the home zoned school so when the student returns their academic progress is not interrupted.

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

Gaines Alternative School is a 45 day placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Classe schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Class schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

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

Gaines Alternative School is a 45 days placement for students necessitating the removal from their home zoned school. due to level 4 infractions of the Code of Conduct. Once the students complete the 45 days, they return to that school. Class schedules are replicated from the home zoned school so when the student returns thier academic progress is not interrupted.

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.** Addition of an Organizational/Point sheet
- G2.** Increase parental Involvement
- G3.** Increase number of students passing core subjects as they return to home zoned school.

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. Addition of an Organizational/Point sheet 1a

G068969

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- staff, professional development

Targeted Barriers to Achieving the Goal 3

- Getting students to complete, take home and return organization/point sheet

Plan to Monitor Progress Toward G1. 8

Increase number of students passing

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 8/21/2015 to 8/21/2015

Evidence of Completion

comparison data

G2. Increase parental Involvement 1a

G068970

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- staff

Targeted Barriers to Achieving the Goal 3

- Limited parent involvement

Plan to Monitor Progress Toward G2. 8

increased parent contact

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 8/21/2015 to 5/27/2016

Evidence of Completion

total number of contacts as indicated by logs

G3. Increase number of students passing core subjects as they return to home zoned school. 1a

G068971

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	10.0

Resources Available to Support the Goal 2

- staff

Targeted Barriers to Achieving the Goal 3

- Encouraging students to complete assignments

Plan to Monitor Progress Toward G3. 8

The number of students passing core subject on withdrawing from the Gaines Alternative School will be tracked through WD grades.

Person Responsible

Helen Crawford-Connolly

Schedule

Monthly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Copies of WD grades will be kept for comparison data

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. Addition of an Organizational/Point sheet **1**

 G068969

G1.B1 Getting students to complete, take home and return organization/point sheet **2**

 B179264

G1.B1.S1 professional development on Behavior Management **4**

 S190603

Strategy Rationale

increasing professional development on Behavior Management will enable the lab facilitators to better manage student behavior and academic success

Action Step 1 **5**

Teachers will participate in professional development during inservice

Person Responsible

Patricia McMahon

Schedule

Semiannually, from 8/5/2015 to 3/23/2016

Evidence of Completion

sign in logs

Action Step 2 5

Teachers will create an Organizational/Point sheet

Person Responsible

Rob garrett

Schedule

Daily, from 8/21/2015 to 8/21/2015

Evidence of Completion

Sign in logs

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

Returned sheets will be kept on file

Person Responsible

James Padgett

Schedule

Weekly, from 8/28/2015 to 8/28/2015

Evidence of Completion

sign in sheets

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

Inservice

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 8/5/2015 to 8/5/2015

Evidence of Completion

sign in sheets

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

Number of passing students will be compared by semester

Person Responsible

Patricia McMahon


Schedule

Semiannually, from 12/17/2015 to 12/17/2015


Evidence of Completion

WD grades


G2. Increase parental Involvement 1

 G068970

G2.B1 Limited parent involvement 2

 B179266

G2.B1.S1 Parent night 4

 S190605

Strategy Rationale

To educate parents on the goals of the Gaines Alternative School

Action Step 1 5

Parent night

Person Responsible

Patricia McMahon

Schedule

On 10/28/2015

Evidence of Completion

agenda, invitation, sign in sheet

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

SAC team participation

Person Responsible

Patricia McMahon

Schedule

On 10/28/2015

Evidence of Completion

Sign in sheet, invitation, newsletter

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

Parental pre and post interest inventory

Person Responsible

Helen Crawford-Connolly

Schedule

On 10/28/2015

Evidence of Completion

Sign in sheets, pre/post interest inventory

G3. Increase number of students passing core subjects as they return to home zoned school. 1

G068971

G3.B1 Encouraging students to complete assignments 2

B179267

G3.B1.S1 Incentive system will be put in place for students completing work 4

S190606

Strategy Rationale

Create rational for students to complete work

Action Step 1 5

Bi-weekly progress reports will be monitored

Person Responsible

James Padgett

Schedule

Biweekly, from 8/28/2015 to 8/28/2015

Evidence of Completion

copies of progress reports, WD grades

Action Step 2 5

Parent contact/conferences with students who are failing

Person Responsible

Rob garrett

Schedule

Biweekly, from 8/28/2015 to 8/28/2015

Evidence of Completion

Conference logs

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

Withdrawal Grades

Person Responsible

Helen Crawford-Connolly

Schedule

Semiannually, from 9/25/2015 to 9/25/2015

Evidence of Completion

Pass/Fail comparison

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

Pass/Fail comparison

Person Responsible

Helen Crawford-Connolly

Schedule

Quarterly, from 9/25/2015 to 5/27/2016

Evidence of Completion

WD grades

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
G1.B1.S1.A1	Teachers will participate in professional development during inservice	McMahon, Patricia	8/5/2015	sign in logs	3/23/2016 semiannually
G2.B1.S1.A1	Parent night	McMahon, Patricia	10/28/2015	agenda, invitation, sign in sheet	10/28/2015 one-time
G3.B1.S1.A1	Bi-weekly progress reports will be monitored	Padgett, James	8/28/2015	copies of progress reports, WD grades	8/28/2015 biweekly
G1.B1.S1.A2	Teachers will create an Organizational/ Point sheet	garrett, Rob	8/21/2015	Sign in logs	8/21/2015 daily
G3.B1.S1.A2	Parent contact/conferences with students who are failing	garrett, Rob	8/28/2015	Conference logs	8/28/2015 biweekly
G1.MA1	Increase number of students passing	Crawford-Connolly, Helen	8/21/2015	comparison data	8/21/2015 semiannually
G1.B1.S1.MA1	Number of passing students will be compared by semester	McMahon, Patricia	12/17/2015	WD grades	12/17/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Returned sheets will be kept on file	Padgett, James	8/28/2015	sign in sheets	8/28/2015 weekly
G1.B1.S1.MA3	Inservice	Crawford-Connolly, Helen	8/5/2015	sign in sheets	8/5/2015 semiannually
G2.MA1	increased parent contact	Crawford-Connolly, Helen	8/21/2015	total number of contacts as indicated by logs	5/27/2016 semiannually
G2.B1.S1.MA1	Parental pre and post interest inventory	Crawford-Connolly, Helen	10/28/2015	Sign in sheets, pre/post interest inventory	10/28/2015 one-time
G2.B1.S1.MA1	SAC team participation	McMahon, Patricia	10/28/2015	Sign in sheet, invitation, newsletter	10/28/2015 one-time
G3.MA1	The number of students passing core subject on withdrawing from the Gaines Alternative School will be tracked through WD grades.	Crawford-Connolly, Helen	8/28/2015	Copies of WD grades will be kept for comparison data	5/27/2016 monthly
G3.B1.S1.MA1	Pass/Fail comparison	Crawford-Connolly, Helen	9/25/2015	WD grades	5/27/2016 quarterly
G3.B1.S1.MA1	Withdrawal Grades	Crawford-Connolly, Helen	9/25/2015	Pass/Fail comparison	9/25/2015 semiannually

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. Addition of an Organizational/Point sheet

G1.B1 Getting students to complete, take home and return organization/point sheet

G1.B1.S1 professional development on Behavior Management

PD Opportunity 1

Teachers will participate in professional development during inservice

Facilitator

ESE Department

Participants

All Staff

Schedule

Semiannually, from 8/5/2015 to 3/23/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will participate in professional development during inservice				\$0.00
2	G1.B1.S1.A2	Teachers will create an Organizational/Point sheet				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0032 - Gaines Alternative At Hamblen			\$50.00
<i>Notes: paper for point sheets</i>						
3	G2.B1.S1.A1	Parent night				\$289.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0032 - Gaines Alternative At Hamblen	Other		\$289.00
<i>Notes: Supplies for Gaines School Parent Night.</i>						
4	G3.B1.S1.A1	Bi-weekly progress reports will be monitored				\$0.00
5	G3.B1.S1.A2	Parent contact/conferences with students who are failing				\$50.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0032 - Gaines Alternative At Hamblen			\$50.00
			<i>Notes: conference logs</i>			
					Total:	\$389.00