

Volusia County Schools

Dept. Of Corrections Educational Program



2015-16 School Improvement Plan

Dept. Of Corrections Educational Program

1300 RED JOHN DR, Daytona Beach, FL 32124

<http://myvolusiaschools.org/alternative-education/pages/department-of-juvenile-justice-sites.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	0%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	0

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

We believe that all students should be provided with opportunities for educational success. Therefore, our mission is to assist in developing independent skills in students that promote graduation assurance through a structured alternative program during an unintentional break in the traditional school environment.

Vision:

Provide the school's vision statement

Our greatest contribution is to be sure that every stakeholder ensures every student learns, grows and feels respected; They don't care until they know we care.

School Environment

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

Each entering student's records are reviewed to determine academic needs as well as academic supports. Schedules are designed to provide the softest landing when the student returns to zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

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

School counselors at all sites set aside time to meet with new students when they enter to address needs and plan for success. Teachers and students work together to set daily and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon. At our residential sites, teachers, counselors and administration participate in program events that celebrate individual students or provide parent visitation opportunities.

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

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

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 at our residential site is very consistent. Program staff ensure that students awake on time, have an opportunity for breakfast, get dressed and be ready for the day. Due to the nature of supervision and risk students are provided with access to teacher in the classroom or on the cell block. Behavioral interventions to redirect behavior rather than suspensions are employed. Many of our student learners are below level and require interventions for additional help and support. By the very nature of their assignment to this facility students are treated at the highest risk level. 14 of the current 15 students in enrollment are overage for their grade level. Many have not been in school other than through detention or DJJ programs in the last 2-4 years.

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	9	
	0	0	0	
Retentions	1	1	1	3
Course Failure English/Math	1	1	1	3
Level 1	1	1	1	3

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

Indicator	Grade Level			Total
	7	8	9	
	1	1	1	3

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

Each student is considered as an individual rather than relying on the data above. These students carry felony charges and many will not return to their community but sentenced to prison. Our goal is to help them get credentialed through our GED program and help them to define realistic career goals and pathways to achieve them. Our classroom teacher provides accommodations for all and modifies instruction when needed.

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

Every effort is made to locate and involve the parents of students at this facility. Many of them have limited means and are not living in the community. Phone calls are the typical methodology for communication as video link visitation is all that is available for parents. We hold parent meetings off site to be more welcoming and provide a less restrictive setting. Last spring we invited parents to attend our first annual Student Success Night and share tips for parent involvement and student engagement leading to successful school articulation.

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

We currently provide parents with a list of support agencies within the community specific to needs they may have.

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
Picott, Jerry	Principal
Elmore, Michael	Assistant Principal
St. Clair Hines, Tracy	Assistant Principal
Jack, Daniel	Teacher, ESE
Robinson, Shirley	Guidance Counselor

Duties

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

The Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systematic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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 school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Response To Intervention (RtI) as an explicit step of problem solving and addresses individual as well as class, grade-level, and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principals, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/

Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/Rtl meetings around two PLC Essential Questions: 1) "How do will we respond when they don't learn?" and 2) "How do will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional techniques for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data, minimally three times per year to identify each student's level of proficiency; document interventions and measured growth in the Academic Improvement Plan (AIP) and/or the Behavioral Intervention Plan (BIP) and identify students who continue to lag behind the group on critical measures of performance for additional supports. The MTSS/Rtl team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocation of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions related to implementation.

Under Title I Part A, our schools work with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Under Title I Part D, Neglected and Delinquent Youth are provided with supports to access instruction in their residential settings.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Supplemental materials and supplies needed to close the achievement gap, Supplemental funds for on-going staff development as determined by the results of student data.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tangela Brown	Business/Community
Shinece Carr	Business/Community
Carol Downing	Business/Community
Paul Finn	Business/Community
David Fitzgerald	Business/Community
Sharon Hamel	Education Support Employee
Maurice Harrell	Teacher
Paul Hatto	Business/Community
Trace Hines	Principal
Ann McPherson	Business/Community
Rebecca Pelletier	Teacher
Jerry Picott	Principal
Michael Plummer	Teacher
Heather Prince	Business/Community
Mike Schervish	Principal
Valerie Schroeder	Business/Community
Shirley Robinson	Teacher
Priscilla Towle	Business/Community

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

Last year SAC reviewed data regarding our specific students quarterly. We exceeded our goal in each quarter.

Development of this school improvement plan

One SAC supports the six Alternative Education programs serviced by Volusia County Schools. These include G4S Youth Services, Highbanks Learning Center, Riverview Learning Center, Stewart Marchman RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year SAC reviewed data regarding our specific students, heard input from teachers and students, and came to consensus for the focus of this plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals. Our SAC met September 16, 2015 and approved us moving forward unanimously for public input and electronic voting for our plan.

Preparation of the school's annual budget and plan

The schools annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the schools budgets, spending and progress indicators are presented at each meeting.

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

Last year, our SAC approved incentives to encourage course completions and regular attendance in the classrooms.

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
Jack, Daniel	Teacher, ESE
Picott, Jerry	Principal
St. Clair Hines, Tracy	Assistant Principal
Gray, Debbie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the Literacy Leadership Team will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study for teachers through professional books and internet research. The LLT encourages and supports our annual participation in the Literacy Fair and seeks out additional venues to display our students' work

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

Department of Corrections operates a school-wide Professional Learning Community that meets weekly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring, student literacy, and course completion success strategies.

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

Administration will provide leadership opportunities, on-site staff development, PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, arrange classroom visitations. PLC Group Leaders will provide and support PLC activities and networking, while Curriculum AP/Department Chairs will provide information regarding content area specific information. Finally, LLT will provide individual and group staff development regarding literacy strategies.

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

As Mr. Jack is the only teacher on site, every effort is made to include him in the larger alternative schools family. His office is on site at SMA Behavioral and he is a member of the PLC there.

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 teacher utilizes the district's curriculum maps based upon LAFS, MAFS, & NGSSS to guide and support the use of the GED Academy and other tools to deliver instruction to students. Reading and Intensive

Reading and Intensive Math are offered.

The teacher scaffolds supports based upon student needs, while providing additional small group or individual instruction and utilizing alternate materials.

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 nature of our programs present us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to create an educational support system that allows for student progression. Teachers and students plan and monitor educational goals together. PLCs involve each sites' department chair, general education, and ESE teachers, which puts the resources together. They meet regularly and monitor student progress across the curriculum increasing supports where needed. Formal problem-solving strategies are put in place as needed. Students with disabilities have plans that are reviewed and necessary itinerant district resources brought in to support and enhance those at each site.

Leadership team with representatives from all sites meets regularly to identify needs and provide supports.

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: 1,920

During the summer of 2015 we were able to provide students with an eight week program. The students came to school for 3 hours of core instruction to close learning gaps and 1 hour for Career and Technical education 4 days each week.

Strategy Rationale

Our students are on site all summer long. All have had attendance issues and have learning gaps. Providing a structured program gives them an opportunity to continue their learning and close gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

St. Clair Hines, Tracy, thines@volusia.k12.fl.us

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

Progress monitoring data was collected on each student attending the program.

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

A counselor to counselor approach is in place for students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and behavioral growth in program. Most of that information is exchanged through the use of email.

However,

sending schools are invited to reach out to their student through a teacher to teacher exchange as well.

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

School counselor meets with teacher to review graduation requirements and develop a course of study designed to meet the individual needs of the student future goals. Educational counseling sessions are based upon the goals of the student developing a plan A, B, and C.

Students have the opportunity to work on the Florida Ready to work offline.

Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on the realities of cost, distance and requirements. Students are enabled to make a consumer decision and complete the application processes necessary for articulation.

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

This site is limited in that the students have no access to the internet. The teacher works with them to determine areas of interest and aptitude through surveys and one-to-one conversations. The teacher makes contacts in the community and brings resources to the students.

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

In the classroom, students have access to Microsoft Office software. They have opportunities to develop and edit their writing projects. Mr. Jack offers real world examples when teaching math and English concepts. Emphasis is placed on reality when planning educational and career goals.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits SMA Behavioral high school students attended the College Expo with staff, teachers, school counselor and administrator last year. Staff also took the middle school group to the High School Showcase.

Surveys are used to aid students in discovering learning style, leadership style, and career interest.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.

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. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. 1a

G069181

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Reduced teacher pupil ratio full staff involvement
- School Counselor
- Reading/Math Teacher
- Teacher has masters in ESOL
- ESE AP
- Student engagement through relevant competency based self-paced materials
- Title I D dollars to support initiatives
- Department PLC Weekly Meetings
- Student's nutritional needs being met
- Residence and School share site

Targeted Barriers to Achieving the Goal 3

- Students are poor readers
- Students lack positive relationship- building skills with adults
- Students have missed relevant learning opportunities prior to entry

Plan to Monitor Progress Toward G1. 8

Quarterly Completion Rates

Person Responsible

Michael Elmore

Schedule

Quarterly, from 10/23/2015 to 6/8/2016

Evidence of Completion


Chart Completion

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. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. **1**

 G069181

G1.B1 Students are poor readers **2**

 B179909

G1.B1.S1 Provide explicit instruction when introducing new vocabulary - I do phase **4**

 S191186

Strategy Rationale

Students require explicit instruction in new vocabulary to enhance comprehension of content material

Action Step 1 **5**

Provide explicit instruction when introducing new vocabulary - I do phase

Person Responsible

Daniel Jack

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

Action Step 2 5

Provide explicit instruction when introducing new vocabulary - I do phase

Person Responsible

Daniel Jack

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

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

Coaching and follow up

Person Responsible

Tracy St. Clair Hines

Schedule

Biweekly, from 9/21/2015 to 4/29/2016

Evidence of Completion

Teacher's use of strategy

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

Walk-Throughs

Person Responsible

Tracy St. Clair Hines


Schedule

Monthly, from 10/12/2015 to 4/29/2016

Evidence of Completion

VSET Evidence

G1.B2 Students lack positive relationship- building skills with adults 2

 B179910

G1.B2.S1 Build Teacher -Student relationships 4

 S191187

Strategy Rationale

Teacher -Student relationships founded on care, trust, cooperation and respect where the teacher is able to reduce the disruption of each student's flow of learning and the teacher has "with-it-ness" to id and act on potential learning or behavioral problems has a high effect size of .7 according to Hattie's meta-analyses

Action Step 1 5

Use contingent and non-contingent praise every day with each student

Person Responsible

Daniel Jack

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Behavior Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Purchase tangible reinforcers for classroom use

Person Responsible

Michael Plummer

Schedule

Quarterly, from 10/21/2015 to 6/8/2016

Evidence of Completion

Purchase Orders

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Walk Throughs to target use

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/12/2015 to 6/8/2016

Evidence of Completion

VSET evidence

G1.B2.S2 Provide Professional Development to Teachers about Growth Mindset 4

 S191188

Strategy Rationale

Students who have not yet mastered curriculum need to stay positive with the I will be able to just not yet attitude.

Action Step 1 5

Schedule Growth Mindset Professional Development

Person Responsible

Jerry Picott

Schedule

On 10/21/2015

Evidence of Completion

Sign - IN

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Discuss in PLCs students that will benefit from growth mindset

Person Responsible

Michael Plummer

Schedule

Monthly, from 11/4/2015 to 6/8/2016

Evidence of Completion

Meeting Agendas/Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Model Growth Mindset statements to students

Person Responsible

Tracy St. Clair Hines


Schedule

Monthly, from 11/4/2015 to 6/8/2016

Evidence of Completion

VSET Evidence

G1.B3 Students have missed relevant learning opportunities prior to entry **2**

 B179911

G1.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum **4**

 S191189

Strategy Rationale

Students who self monitor and direct their own learning gain more from the curriculum High Effect Hattie

Action Step 1 **5**

Teachers will direct students weekly to set goals

Person Responsible

Daniel Jack

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Progress Monitoring Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

PLC groups will meet weekly to monitor student progress

Person Responsible

Michael Plummer

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Weekly documentation of student progress, agendas, and or sign in

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrator will support group work

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Administrator name on sign in

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	Provide explicit instruction when introducing new vocabulary - I do phase	Jack, Daniel	8/24/2015	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	6/8/2016 daily
G1.B2.S1.A1	Use contingent and non-contingent praise every day with each student	Jack, Daniel	8/24/2015	Behavior Observations	6/8/2016 daily
G1.B2.S2.A1	Schedule Growth Mindset Professional Development	Picott, Jerry	10/21/2015	Sign - IN	10/21/2015 one-time
G1.B3.S1.A1	Teachers will direct students weekly to set goals	Jack, Daniel	8/24/2015	Progress Monitoring Sheets	6/8/2016 weekly
G1.B1.S1.A2	Provide explicit instruction when introducing new vocabulary - I do phase	Jack, Daniel	8/24/2015	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	6/8/2016 daily
G1.MA1	Quarterly Completion Rates	Elmore, Michael	10/23/2015	Chart Completion	6/8/2016 quarterly
G1.B1.S1.MA1	Walk-Throughs	St. Clair Hines, Tracy	10/12/2015	VSET Evidence	4/29/2016 monthly
G1.B1.S1.MA1	Coaching and follow up	St. Clair Hines, Tracy	9/21/2015	Teacher's use of strategy	4/29/2016 biweekly
G1.B2.S1.MA1	Walk Throughs to target use	St. Clair Hines, Tracy	10/12/2015	VSET evidence	6/8/2016 monthly
G1.B2.S1.MA1	Purchase tangible reinforcers for classroom use	Plummer, Michael	10/21/2015	Purchase Orders	6/8/2016 quarterly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Administrator will support group work	St. Clair Hines, Tracy	9/1/2015	Administrator name on sign in	6/8/2016 monthly
G1.B3.S1.MA1	PLC groups will meet weekly to monitor student progress	Plummer, Michael	8/24/2015	Weekly documentation of student progress, agendas, and or sign in	6/8/2016 weekly
G1.B2.S2.MA1	Model Growth Mindset statements to students	St. Clair Hines, Tracy	11/4/2015	VSET Evidence	6/8/2016 monthly
G1.B2.S2.MA1	Discuss in PLCs students that will benefit from growth mindset	Plummer, Michael	11/4/2015	Meeting Agendas/Minutes	6/8/2016 monthly

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. 75% of students enrolled, in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.

G1.B2 Students lack positive relationship- building skills with adults

G1.B2.S1 Build Teacher -Student relationships

PD Opportunity 1

Use contingent and non-contingent praise every day with each student

Facilitator

Hines, T

Participants

Alternative Education staff

Schedule

Daily, from 8/24/2015 to 6/8/2016

G1.B2.S2 Provide Professional Development to Teachers about Growth Mindset

PD Opportunity 1

Schedule Growth Mindset Professional Development

Facilitator

Dr Jerry Picott/Jen Taylor

Participants

Alt Ed Faculty

Schedule

On 10/21/2015

G1.B3 Students have missed relevant learning opportunities prior to entry

G1.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum

PD Opportunity 1

Teachers will direct students weekly to set goals

Facilitator

Hines

Participants

Alt Ed Faculty

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Provide explicit instruction when introducing new vocabulary - I do phase				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			9894 - Dept. Of Corrections Educational Program	Title I Part D (N&D)		\$500.00
<i>Notes: Morphographic spelling teacher and student materials</i>						
2	G1.B1.S1.A2	Provide explicit instruction when introducing new vocabulary - I do phase				\$0.00
3	G1.B2.S1.A1	Use contingent and non-contingent praise every day with each student				\$0.00
4	G1.B2.S2.A1	Schedule Growth Mindset Professional Development				\$0.00
5	G1.B3.S1.A1	Teachers will direct students weekly to set goals				\$0.00
					Total:	\$500.00