

Alternative Center For Education

4680 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Alternative Center for Education is a temporary placement providing a safe, structured environment to affect positive changes in academics, behavior and social skills.

Provide the school's vision statement

Enhance student achievement by means of teacher collaboration and action which support success for our students.

School Environment

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

Consistent with the Hope philosophy, teachers pledge daily to have a mindset that all children can succeed, no exceptions. We achieve this through communicating with parents and students during our intake process. Our class sizes afford us the opportunity to engage students in meaningful conversations. Teachers collaborate weekly in regards to student needs and provide solutions to meet those needs.

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

The staff, administration, and SRO are visible and responsive to any situation which may create a hazard or potential harm to students and staff. Our constant supervision promotes a safe learning environment. The dress code creates a sense of unity, and self respect. We monitor and manage personal items brought to campus. (i.e.: absence of back packs and hoodies lessens the possibilities of unwanted items on campus). Student respect is fostered through Restorative Justice practices where students have a voice.

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

School Wide expectations are shared during intakes and the first day of class that address topics of attendance, dress code, electronics, bullying and harassment, and other policies.

The School Resource Officer, Deputy Rod Smith; to cover the expectations and idea of respect in school. This allows us to build relationships with the students while establishing clear understanding of what it means to be respectful, both verbally and non-verbally.

Teachers are trained to establish clear and consistent policies in the classroom and follow a policy of making parent contact and documenting minor infractions before writing students referrals. This ensures that students are given opportunities to make better choices.

From the Student Support perspective the school wide behavioral system in place is our Level Behavior Support Program. This program aids in minimizing distraction to keep students engaged during instructional time by providing positive incentives for appropriate behavior. The reward is to level up to level 4 and return to their home school.

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

- *Responding daily to the immediate emotional and academic needs of students regarding family, peer and school issues through personal counseling services.
- *Utilize developmentally appropriate counseling strategies to motivate and promote student growth and achievement.
- *Respond to teachers, staff and administrators referrals of students in need of support *Facilitate MTSS weekly team meetings.
- *Refer students and families to community agencies for ongoing therapeutic assistance such as New Horizons, Legacy, Suncoast Mental Health Center.
- *Collaborate with ESE, SSS, Attendance officer, New Horizons school program who provide group counseling opportunities.
- *Conduct parent conferences and suggest community resources

The school ensures the social-emotional needs of all students are being met through our Level Behavior Support Program and MTSS. Both the LBSP and MTSS program looks at our school discipline data to help track progress and identify areas to target for intervention. Both LBSP and MTSS take into account the discipline data. The referral Process & Procedures are consistent throughout the school, School-wide expectations and rules are posted in specific settings to teach students appropriate behavior, and reward system to encourage and model appropriate behavior and effective consequences to discourage inappropriate behavior.

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

The students are recognized through our PBS system for attendance. They receive gift coupons from area business for achieving above 96% attendance. Restorative Justice is an intervention used for reduction in suspension rates. In school suspension is also used for reduction in suspension rates.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	0	7	8	7	0	4	29
One or more suspensions	0	2	3	2	1	3	0	11
Course failure in ELA or Math	1	0	5	5	7	2	2	22
Level 1 on statewide assessment	3	0	6	6	5	3	5	28

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	6	4	4	5	3	27

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

- Identify students for the “course failure in English language arts or mathematics” indicator based on course semester grades. However, monitor course failures at the end of each quarter, rather than waiting until the end of the semester.

- Office discipline referrals;
- Non-cumulative semester/year grade point averages

During Rounds:.

- Evaluate the effectiveness of intervention supports, regularly monitor if the number and percentage of students designated as off-track is decreasing and the number and percentage of students designated as on-track is increasing. If intervention supports are not effective in increasing on-track status and decreasing off-track status, engage in a data-based problem-solving process to determine common reasons and plan supports.

- It is important to monitor frequently so that new off-track students are identified early enough for supports to be effective.

- Develop support lists to be monitored at appropriate intervals (e.g., weekly, biweekly, monthly, quarterly) that identify groups of students with common needs that may require data-based problem solving by the school-based leadership team, in conjunction with teacher teams and other support staff, such as student services personnel, to determine moderate intensity supports and monitoring at the Tier 2 level (targeted supplemental intervention and supports).

- It is essential to identify the appropriate interval for the indicator being monitored. For example, selecting a monthly interval when monitoring students for course failures may create a situation where students do not have enough time to recover before the end of the grading period.

- Counseling/mentoring

- Personalizing the learning environment and instructional process

- Increasing student awareness of postsecondary options

- Implementing transition programs, such as partnerships between high schools and feeder middle schools

A school that establishes dropout prevention and academic intervention programs, in accordance with section 1003.53, F.S., must reflect that program in its SIP. This can be done by describing the program here or by including the program as a resource (if already established) or strategy in Problem Solving.

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Conference Nights.

SAC
 NOPE
 Parental communication- Connect Ed, , Enhance school website
 Social Skills,
 AIC-Drug intervention
 EPIC every Friday

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

Eagles Nest

Culinary Program-The Eagle’s Nest is used often not only by the On Site Culinary Program (i.e. the Lunch on Friday) but also by various parties within the school board for workshops, meetings and functions. It is centrally located and thus makes it a convenient site to book events . I do not have exact number but feel confident that the Eagle’s Nest is used 80 days a school year or approximately two times a week for an average number.

We also have an EPIC period every Friday in which community partners speak to our students on various college and career ready subjects. We also, have a partnership with the Gifford Youth Achievement Center along with the Gifford Aquatic Center. Our students utilize transportation from our site over to theirs for the purpose for utilizing resources available for our students.

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
Hart, Denny	Principal
Eberhardt, Keondra	Other

Duties

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

The role of the school-based MTSS leadership team is the develop plans to support our students based on tiered interventions. The Principal and administrative teams responsibility is to provide coaching, mentoring, discipline, interventions, and support to the team, teachers, and students. The Resource Specialist, School Resource Officer, School Psychologist, Speech/ Language Pathologist, Social Worker, and Attendance Officers are on the team to give specific interventions based on their area of expertise. Their collaborative effort helps us reach each individual student’s needs. The School Student Support Specialist works with students that are recommended for Tier 2 and Tier 3 interventions. He monitors behavior, checks in with teachers, provides immediate feedback, and reports progress back to the team to see if modifications are needed. He also heads up the Positive Behavior Support System that promotes effective behavior with positive interventions.

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-based MTSS team is made up of the Principal, Resource Specialist, School Resource Officer, School Psychologist, Speech/Language Pathologist, Attendance Officers, and the Student Support Specialist. We meet weekly to track and analyze reading, math, and behavioral data. To address effectiveness of core instruction we analyze data and address issues when needed. Resource allocation is limited however, We also have a new teacher Mentor program that runs effectively after school.

We have anger management in small group setting as well as one-on-one counseling with the student

support specialist. Individual student needs are based on recommendation from staff, data collection and analysis, and then specific interventions based on the tiered approach.

The National School Lunch Program is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential child care institutions. It provided nutritionally balanced, low-cost or free lunches to more than 31 million children each school day in 2011. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs to include children through 18 years of age.

The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

We currently have 80.77% of our students qualifying for free and reduced lunch. ACE has 31 utilizing the program as of September 29,2014.

The school collaborates efforts to coordinate parental involvement activities across programs.

Schoolbased

staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

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 Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone.

Title X- Homeless

The School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Indian River County Civil Citation Program

ACE is offering a Civil Citation program partnered with the Substance Awareness Center of I.R.C and the Indian River County Sherriff's office. The program is an alternative to arrest, so youth will have

no criminal record but will receive consequences for their behavior. Its a ten week long program- 3 times a week- 3 hours a week. The program also requires students to do community service. When a youth enters the civil citation program his/ her information is entered into prevention records with the Department of Juvenile Justice as required by Florida statute. If the youth completes the program, the youth will not have an arrest record. If a victim is involved, they must agree to the terms of the program. The program is being offered on-campus by our life skills facilitator.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Denny Hart	Principal
Monica Bristol	Teacher
Keondra Eberhardt	Education Support Employee
Kathleen Wilson	Teacher
Betty Harrison	Teacher
Kesha Trusty	Parent
Precious Lewis	Parent

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

A plan was not written last year.

Development of this school improvement plan

SAC reviews the School Improvement Plan specifically at a minimum of 2 meetings per year, however most meetings focus on district initiatives, and legislation that may affect student performance as well as programs and other school based initiatives that are listed in the SIP.

Preparation of the school's annual budget and plan

Mr. Hart submitted the schools' annual budget and plan in July to the district office.

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

No funds were allotted to school SAC per legislation last school year.

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

No

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

There was no active SAC Team last year.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lamscha, Michelle	Teacher, K-12
Landers, Doris	Teacher, K-12
Wilson, Kathleen	Teacher, ESE
Bristol, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A few major initiatives of the Literacy Leadership Team are:

- 1.Study Island
- 2.PBD
- 3.Intensive Reading
- 4.Language A.R.T./ESE Language Arts

As a whole, district is also looking at differentiated instruction from the Superintendent Summit.

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

Teachers meet to work on reviewing Middle and High school students Behavior Goals and analyze data as needed. Once a week teachers are given an additional time to plan at the end of the day to work on tier 2 and tier 3 interventions and create school-wide goals.

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

1. Continue with our established Mentor/ Mentee program at Alternative Center For Education..
2. Participate in the District ACP programs for New Teachers
3. Update and implement action plan to continue the school as a High Performance Learning Culture
4. Utilize the districts application process which allows Administrators to review applications online
5. Continue to interview perspective teachers with specific area certification.
6. Continue PLC and IRTIPS trainings to share Best Practices
7. Instructional coaching of all teachers to implement Best Practices by Administrative Team.

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

The mission for the Alternative Center for Education Mentor/Mentee Program is to provide a welcoming structured program of support for (not evaluation of) new teachers by offering training in on-going sessions/meetings throughout the year and helping new teachers be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to Alternative Center for Education.) By working as a team with the group of new teachers

as well as with individual teachers, we will achieve our goal.

Mentors are chosen by content area, experience in education, attitude, and experience..

They are paired with Mentees that may be in closer proximity to make meetings more effective and routine.

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

All lesson plan are review by administration to make sure they align with Florida State Standards.

Instructional Strategies

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

The school looks at benchmark test and changes the strategies as needed.

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: 50

We use afterschool programs to assist students into becoming proficient in reading and math.

Strategy Rationale

More reading and math strategies will increase proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bristol, Monica, monica.bristol@indianriverschools.org

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

Data from teacher created standards based formative assessment will be review bi-weekly.

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

Set up meetings between the receiving school. The attendance office will make home visits to determine additional supports that can be offered to our outgoing student.

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

I will have professionals from the community to discuss paths and how to get there. I will offer advance classes in culinary arts.

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

Culinary arts will be offered to students to help build skills and to give back to the community by serving lunches to community stakeholders and district personnel.

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

Culinary arts will be offered to students to help build skills and to give back to the community by serving lunches to community stakeholders and district personnel. Career Sources offered a partnership with the school to provide the students with resume building, job fairs and career connections.

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

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:

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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.** Reduce the amount of suspensions.
- G2.** All Students will improve their average daily attendance.
- G3.** Teachers will use more standards based instruction

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. Reduce the amount of suspensions. 1a

G071118

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Resources Available to Support the Goal 2

- Lunch detntion
- SRO
- Incentive program

Targeted Barriers to Achieving the Goal 3

- Lack of interventions

Plan to Monitor Progress Toward G1. 8

The school leadership team will monitor the amount of suspension weekly to determine progress towards the goal.

Person Responsible

Keondra Eberhardt

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

FOCUS data on suspensions

G2. All Students will improve their average daily attendance. 1a

G071119

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- Student teacher ratio
- Court-Juvenile Probation Officers
- EPIC Period / Community Involvement

Targeted Barriers to Achieving the Goal 3

- Lack of dress code/uniform complinace

Plan to Monitor Progress Toward G2. 8

Average Daily Attendance rates will be monitored.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Reports from the attendance officer/FOCUS

G3. Teachers will use more standards based instruction 1a

G071120

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	
FSA English Language Arts - Achievement	
U.S. History EOC Pass	50.0

Resources Available to Support the Goal 2

- National Geographic Reading series (Middle School)
- Fusion (High School)
- Benchmarks and CPALMS
- District Professional Development staff
- District literacy coaches
- Weekly staff rounds to review deliberate practices

Targeted Barriers to Achieving the Goal 3

- Lack of professional development in the area of standards based instruction

Plan to Monitor Progress Toward G3. 8

Results of all state wide standardized test will be evaluated for effectiveness.

Person Responsible

Denny Hart

Schedule

On 5/27/2016

Evidence of Completion

Data from the state.

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. Reduce the amount of suspensions. **1**

 G071118

G1.B1 Lack of interventions **2**

 B185578

G1.B1.S1 Adopt the Kids at HOPE philosophy that all kids can learn, no exceptions **4**

 S196979

Strategy Rationale

When students have high motivation and believe that the school is student centered, there will be an increase in following expectations.

Action Step 1 **5**

Train staff on the Kids at HOPE philosophy

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/17/2015 to 8/21/2015

Evidence of Completion

agenda, sign in rosters

Action Step 2 5

Train students on the Kids at HOPE philosophy

Person Responsible

Denny Hart

Schedule

On 8/21/2015

Evidence of Completion

agenda, sign in rosters

Action Step 3 5

Recite the Kids at HOPE pledge everyday during the morning pep talk

Person Responsible

Denny Hart

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

documented morning announcements, evidence of student participation, student goal sheets

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

The leadership team and SAC team will review staff and student participation in the Kids at HOPE program.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

correspondence between HOPE staff for community events, document morning announcements, student essays/goal at transition meetings

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

The leadership team will monitor goal sheets, with emphasis on students following behavior and academic expectations through the point book, to ensure that students are leveling up.

Person Responsible

Keondra Eberhardt

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

student point books

G2. All Students will improve their average daily attendance. 1

 G071119

G2.B1 Lack of dress code/uniform complinace 2

 B185583

G2.B1.S1 Review the dress code to make it easier to be in compliance 4

 S196981

Strategy Rationale

To make it more manageable, to meet current student needs and be more aligned with the districts dress code policies, for example allow solid colored shirts.

Action Step 1 5

Review Dress code with staff and the SAC team.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/3/2015 to 6/3/2016

Evidence of Completion

Newly revised dress code for the Alternative Center for Education in the handbooks

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

Present revised Dress Code to SAC committee

Person Responsible

Denny Hart

Schedule

On 2/26/2016

Evidence of Completion

Minutes from the November SAC meeting.

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

Revise the handbook to reflect the new dress code

Person Responsible

Denny Hart

Schedule

On 3/18/2016

Evidence of Completion

Handbook

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

Review attendance data

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

attendance data

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

Review discipline data

Person Responsible

Denny Hart


Schedule

On 6/10/2016

Evidence of Completion

discipline data

G2.B1.S2 Review the level system to reflect more dress code as students progress up through the levels. 4

 S196982

Strategy Rationale

To make it more positive for students to want to move through the level system. Positive rewards will improve the student's desire to be in compliance with the dress code.

Action Step 1 5

The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.

Person Responsible

Denny Hart

Schedule

On 6/10/2016

Evidence of Completion

A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook

Action Step 2 5

Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza

Person Responsible

Denny Hart

Schedule

On 6/10/2016

Evidence of Completion

newsletter showing the positive programs, partnership with local businesses

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

New plan will be presented to staff at rounds and will appear in the handbook.

Person Responsible

Denny Hart

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

printed in level books, handbooks

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

Less referrals for dress code

Person Responsible

Denny Hart

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

discipline data

G3. Teachers will use more standards based instruction 1

G071120

G3.B2 Lack of professional development in the area of standards based instruction 2

B185588

G3.B2.S1 Involvement in the district's IRFIL and IRTIPS programs for standards based instruction. 4

S196984

Strategy Rationale

The training will increase teacher capacity to unpack and teach the standards at proficiency level.

Action Step 1 5

Have teachers participate in IRTIPS and IRFIL sessions.

Person Responsible

Denny Hart

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PD rosters

Action Step 2 5

Develop protocols for weekly staff rounds to unpack standards and know the difference between procedural and declarative statements when writing the objectives for the standards.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

agendas from the meetings

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Principal will review lesson plans to ensure strategies taught at PD trainings are implemented. Observations of classrooms will performed on a regular basis.

Person Responsible

Denny Hart

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, agendas, observation notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The Leadership Team will monitor and support implementation by creating a schedule of meeting dates and collaborating to effectively create lesson plans that focus on the standards.

Person Responsible

Denny Hart

Schedule

Triannually, from 10/5/2015 to 6/30/2016

Evidence of Completion

Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas

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	Train staff on the Kids at HOPE philosphy	Hart, Denny	8/17/2015	agenda, sign in rosters	8/21/2015 quarterly
G2.B1.S1.A1	Review Dress code with staff and the SAC team.	Hart, Denny	8/3/2015	Newly revised dress code for the Alternative Center for Education in the handbooks	6/3/2016 quarterly
G2.B1.S2.A1	The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.	Hart, Denny	8/24/2015	A new revised level system with a focus on dress code opportunities for students in level 3 or higher in the handbook	6/10/2016 one-time
G3.B2.S1.A1	Have teachers participate in IRTIPS and IRFIL sessions.	Hart, Denny	8/24/2015	PD rosters	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Train students on the Kids at HOPE philosophy	Hart, Denny	8/17/2015	agenda, sign in rosters	8/21/2015 one-time
G2.B1.S2.A2	Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza	Hart, Denny	8/24/2015	newsletter showing the positive programs, partnership with local businesses	6/10/2016 one-time
G3.B2.S1.A2	Develop protocols for weekly staff rounds to unpack standards and know the difference between procedural and declarative statements when writing the objectives for the standards.	Hart, Denny	8/24/2015	agendas from the meetings	6/10/2016 weekly
G1.B1.S1.A3	Recite the Kids at HOPE pledge everyday during the morning pep talk	Hart, Denny	8/24/2015	documented morning announcements, evidence of student participation, student goal sheets	6/3/2016 daily
G1.MA1	The school leadership team will monitor the amount of suspension weekly to determine progress towards the goal.	Eberhardt, Keondra	8/24/2015	FOCUS data on suspensions	6/10/2016 weekly
G1.B1.S1.MA1	The leadership team will monitor goal sheets, with emphasis on students following behavior and academic expectations through the point book, to ensure that students are leveling up.	Eberhardt, Keondra	8/24/2015	student point books	6/10/2016 weekly
G1.B1.S1.MA1	The leadership team and SAC team will review staff and student participation in the Kids at HOPE program.	Hart, Denny	8/24/2015	correspondence between HOPE staff for community events, document morning announcements, student essays/goal at transition meetings	6/10/2016 weekly
G2.MA1	Average Daily Attendance rates will be monitored.	Hart, Denny	8/24/2015	Reports from the attendance officer/ FOCUS	6/10/2016 weekly
G2.B1.S1.MA1	Review attendance data	Hart, Denny	8/24/2015	attendance data	6/10/2016 quarterly
G2.B1.S1.MA4	Review discipline data	Hart, Denny	8/24/2015	discipline data	6/10/2016 one-time
G2.B1.S1.MA1	Present revised Dress Code to SAC committee	Hart, Denny	1/29/2016	Minutes from the November SAC meeting.	2/26/2016 one-time
G2.B1.S1.MA3	Revise the handbook to reflect the new dress code	Hart, Denny	1/29/2016	Handbook	3/18/2016 one-time
G2.B1.S2.MA1	Less referrals for dress code	Hart, Denny	8/24/2015	discipline data	6/10/2016 weekly
G2.B1.S2.MA1	New plan will be presented to staff at rounds and will appear in the handbook.	Hart, Denny	8/24/2015	printed in level books, handbooks	6/10/2016 quarterly
G3.MA1	Results of all state wide standardized test will be evaluated for effectiveness.	Hart, Denny	3/21/2016	Data from the state.	5/27/2016 one-time
G3.B2.S1.MA1	The Leadership Team will monitor and support implementation by creating a schedule of meeting dates and collaborating to effectively create lesson plans that focus on the standards.	Hart, Denny	10/5/2015	Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas	6/30/2016 triannually
G3.B2.S1.MA1	Principal will review lesson plans to ensure strategies taught at PD trainings are implemented. Observations of classrooms will performed on a regular basis.	Hart, Denny	8/24/2015	Lesson plans, agendas, observation notes	6/10/2016 weekly

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.

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	Train staff on the Kids at HOPE philosphy	\$0.00
2	G1.B1.S1.A2	Train students on the Kids at HOPE philosphy	\$0.00
3	G1.B1.S1.A3	Recite the Kids at HOPE pledge everyday during the morning pep talk	\$0.00
4	G2.B1.S1.A1	Review Dress code with staff and the SAC team.	\$0.00
5	G2.B1.S2.A1	The action that is to be taken is to review the ACE Level system to be more inclusive of specific items available for students as their level increases.	\$0.00
6	G2.B1.S2.A2	Use of weekly PBS programs that includes incentives such as coupons, breakfast, and pizza	\$0.00
7	G3.B2.S1.A1	Have teachers participate in IRTIPS and IRFIL sessions.	\$0.00
8	G3.B2.S1.A2	Develop protocols for weekly staff rounds to unpack standards and know the difference between procedural and declarative statements when writing the objectives for the standards.	\$0.00
Total:			\$0.00